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ABSTRACT

This four-part report describes a federally funded program at the University of Alabama which provided postgraduate personal and professional development activities to women and minority group scholars. The goals of Project Growth are described: (1) to provide opportunities for advanced study and research of significant educational problems; (2) to demonstrate institutional policies and practices that strengthen involvement, professional growth, and opportunity for advancement of minority persons and women who are involved in educational research; and (3) to increase and disseminate knowledge on methods of achieving the foregoing purposes. Part 1 gives background information on the inception of the project, its growth, and its position within the university. Part 2 describes accomplishments of the project, recruitment and selection procedures, and project activities. A list of the writings of participants is included. Part 3 consists of evaluative and descriptive comments by individual participants in the first year of Project Growth. In part 4, the progress of Project Growth is summarized, and plans for the future are outlined. Appendices provide a favorable report on the project by an external evaluator, a sample information brochure, and agendas for 12 project workshops. (FG)

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Final Report on Project Growth at The University of Alabama for the period November 1, 1978 to October 31, 1981

by
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TABLE OF CONTENTS

Page

Introduction.....1

Abstract.....3

Part I - In the Beginning.....4

Part II - Accomplishments of the Project.....11

Part III - The Scholars Speak.....30

Part IV - Summary--and a New Beginning.....35

Appendix A: Report by External Evaluator.....37

Appendix B: Information Brochure.....44

Appendix C: Project Growth Workshop Programs.....46

Abstract*

The Institute of Higher Education Research and Services (IHERS) requested a grant of $496,866 to initiate a developmental research program for women and members of minority groups in order to: (1) increase ultimately the participation of women and minorities in educational research and (2) provide opportunities for Project participants to contribute in a meaningful way to educational research. The proposed program covered an initial one-year period from September 1, 1978 to August 31, 1979 with continuation through 1981.

Four specific objectives of the Project were:

(1) *to provide participants a series of learning and training activities by which they can develop both the personal and professional skills required to make meaningful contributions to the field of educational research.*

(2) *to assist Project scholars in the integration into effective networking systems by which they can gain exposure and at the same time develop a repertory of resources and personal contracts.*

(3) *to facilitate the undertaking of research which reflects the individual perspectives and interests of participants.*

(4) *to disseminate widely both the Project design and research resulting therefrom.*

*From the original proposal submitted to the National Institute of Education (NIE).

Introduction

This report describes the purpose and implementation of Project Growth.

The roots of this Project lie buried deeply in the history and nature of the Institute of Higher Education Research and Services at The University of Alabama.

From its inception the Institute has considered part of its mission the development of human potential. More specifically, it has involved emerging scholars of various disciplines in its service and research projects. Some of them have made significant contributions to higher education--in ways they had not dreamed of a few years prior to their Institute experience.

Early in the 1970s the Carnegie Corporation of New York granted the Institute a sizeable sum of money to expand its services to higher education in Alabama and the South. Although not awarded directly for professional development, that first (and, later, a second) Carnegie grant enabled the Institute to bring very able women and minority members onto its staff. They grew--professionally and personally. Some eventually left for leadership positions elsewhere. Others remain with the Institute and the University of Alabama today. Thus, the resources of the Institute, the University, and the Carnegie Corporation combined to nourish the growth of human potential.

Late in 1978 the National Institute of Education granted the Institute the first of three yearly awards. These grants were to directly encourage and support minority members and women interested or engaged in educational research.

Professional persons entered the Project at several junctures. Some were accomplished and credentialed scholars needing some extended time for writing and research. Others needed support toward their doctorate. Still others were engaged in research at their institutions and sought guidance and support. The Project embraced all of these persons.

Building on the years of earlier efforts, Project Growth further involved scores of persons as participants, mentors, advisors, and consultants.

This report is the record of an exciting chapter in the life of the Institute and The University of Alabama.

It bears witness to the positive impact of federal funds.

It demonstrates that institutional and personal encouragement do count.

It is a record of human achievement.

It vindicates a basic and underlying theme of education--individuals find themselves, set goals and achieve them, and become productive, contributing members of a community if given a supportive climate and adequate guidance.

This is the record of Project Growth.

Spring, 1982
University, Alabama

PART I - IN THE BEGINNING

QUESTION: What was the problem?

The problem of the underrepresentation of women and minority researchers as documented, for example, in the October 1975 issue of the Educational Researcher was of such magnitude that NIE received the following mandate from its statutory policymaking body, the National Council on Educational Research:

> It shall be the policy of the NIE to increase the participation of minority persons and women in the research and development efforts of the nation through ensuring that quality minority firms and individuals and qualified women are given informed opportunity to participate in NIE programs, and through efforts to increase the numbers, qualifications and performance of minority firms and individuals, and women engaged in education R and D.

When staff at IHERS reviewed college directories and agency personnel lists for the Southeast they found a national problem reflected at the regional level. The situation would improve only when policy-makers in government and education undertook specific actions and programs to prepare minorities and women for entry, reentry, or advancement in the field of educational research and development.

The comparatively small numbers of minorities and women receiving doctorates in education from major southern universities further illustrated the nature of the problem. Minorities and women were similarly underrepresented in doctoral level programs at institutions which prepare them with the credentials and academic training for educational research positions.

A case in point was The University of Alabama, a major supplier of educational research personnel for the State of Alabama, the Southeast, and, to a lesser degree, the nation. Of a total of 50 doctoral degrees (Ed.D. and Ph.D.) awarded in education in May, 1978, only 21 went to women and the grand total of one went to minorities. Figures for previous years were no better. During no single year had minorities and women received terminal degrees proportionate to the numbers enrolled in the undergraduate schools.

Merely increasing the numbers of minorities and women in education would not solve the problem. Despite the comparative underrepresentation of minority and women doctorates in education, education continued to represent the overwhelming choice of the two groups. Yet, for various reasons, major research and decision-making positions were not filled by significant numbers of minorities and women. One way to encourage and increase active research by persons with doctoral degrees was through their continued personal development and special training and experience in the area of research.

Recent minorities and women doctorates and professionals in education and related fields needed the time, exposure, and opportunity to make the contributions which could affect the directions of educational research. For the nation to reap the potential benefits of educational research undertaken by minorities and women, it was imperative to create situations conducive to thoughtful, quality research. The elements of such an environment included:

(1) a financial support system to provide sustenance

(2) nutrients for growth (in the form of training or retraining with provisions for careful evaluation, equal perquisites of rank, and work with peers)

(3) time for development

(4) access to mentors

(5) absence of undue stress

(6) commitment of those involved, trainers and counselors, and fellow scholars.

QUESTION: What did The University of Alabama propose to do about the problem?

IHERS, through NIE support, proposed to provide during a three-year period the optimal situation for the growth and development of selected participants. During a subsequent 2-year period the Institute proposed to continue follow-up activities as part of a longitudinal study of Project activities and participants. With this view, IHERS Project goals were to:

(1) provide opportunities for advanced study and research of educational problems of major significance

(2) demonstrate institutional policies and practices that strengthen involvement, professional growth, and opportunity for advancement of minority persons and women involved in educational research

(3) increase and disseminate knowledge on steps to achieving the foregoing purposes.

The distinctiveness of the IHERS program lay in its emphasis upon growth experiences of both a personal and professional nature for emerging leaders in educational research. As the Alabama Center of Human Potential Seminar, the Institute occupied a unique vantage point from which to view the development of educational researchers.

Since the establishment of the Center at the Institute in 1975, it became clearly evident to the Institute staff that professional skill development must be accompanied by human skill development. Quantitative research skills must be supported by the development of skills in self-development and interpersonal relationships.

Due particularly to the traditional socialization of minorities and women, it was extremely important for members of these two groups to develop positive and expanded perceptions of their merits and abilities in order to enter existing networks and to make the contributions to educational research which would affect changes in higher education. Human potential development, therefore, figured as a vital element in the successful realization of the goals of the Project.

The two other major foci of the Project were (1) the establishment of professional linkages (by participants) and the integration of participants in research, recruitment, and dissemination networks, and (2) the development of research skills with emphasis upon both quantitative skills and those necessary for action-oriented inquiry.

The Project encouraged investigation of traditional and non-traditional research topics, enabling participants to influence the types, direction, and methodology of research. Educational research, it was felt, was not limited to a single set of similar questions, nor did it have any single systematic scheme for answering them, to say nothing of techniques uniquely typical to all phases of educational inquiry. Typical questions in education referred to many widely differing activities and problems: teaching and learning, administration, curriculum building, public relations, social policy, and a host of others.

Through an eclectic approach and in an environment which fostered personal growth and development, the Institute staff proposed to achieve the following objectives:

(1) provide participants with broad exposure to a variety of possible research topics which are traditional as well as nontraditional in nature

(2) increase the numbers of minorities and women for significant participation and leadership in educational research

(3) foster opportunities for minorities and women to influence the types and direction of research

(4) create desirable environment for participants to develop significant relationships with mentors

(5) facilitate the entry of participants into existing sponsorship networks relevant to educational research

(6) increase the number of publication and dissemination avenues for participants

(7) clarify and gain acceptance for non-traditional topics and approaches in educational research

(8) define issues and methodologies that bring new perspectives on educational problems that effect minorities and women

(9) demonstrate how changes that enhance participation of minority persons and women can become an ongoing part of The University of Alabama and other state and regional agencies and organizations

(10) enable participants to engage in the development of their human potential, i.e., personal growth in unison with professional growth.

QUESTION: What was the Institute and how could it help?

In the past decade, The University of Alabama had placed increasing emphasis on the research and public service aspects of its mission. There had been a marked strengthening of research in the area of higher education with the creation of IHERS in 1970. The appointment of Dr. Joab Thomas as president July 1, 1981, signaled a further emphasis on research and research training at The University of Alabama.

IHERS, as an educational research and service arm of The University of Alabama, had established a reputation for significant quality research. For example, the Carnegie Corporation of New York awarded IHERS two grants in the amount of $361,800 to assist it in the development of higher education in the region through research and guidance and

training programs. The Institute gave particular attention to the personnel, programs, and institutions in Alabama and in the Southeast.

Specifically Institute mission goals were to:

*conduct studies and issue reports of value to the State and region

*develop and implement cooperative relationships with other institutions and agencies

*plan and coordinate development programs for researchers, educational specialists, faculty members, and administrators

*enable University and other resources to be brought to bear directly on significant problems of access to educational and research opportunities, curriculum, instruction, and management and governance

*provide consultant services.

Concomitant with increased emphasis upon research as illustrated through the creation of the Institute and other research centers, The University of Alabama had exhibited a commitment to increasing women and minorities in its programs and in the careers that flow therefrom. In the 10 years since 1968, when the first doctoral degrees were awarded to two minority students, the numbers of minority doctorates had increased seven-fold. In 1977, 12 terminal degrees were awarded to minority students and in 1978 the number increased to 14. Although these figures were still depressingly small (0.3% of total), The University of Alabama had employed a number of its minority graduates in administrative and faculty positions. Others occupied influential positions in institutions and agencies within the State and region. During the same period the number of women doctorates in education had grown from 23 in 1968 to 53 in 1977, a greater than 200% increase.

The record of IHERS in the employment of minorities and women was exemplary. Since 1970 the majority of interships and research positions

available at the Institute had been filled by minorities and women. Included among the Institute's alumni were decision-makers and major educational investigators in Alabama and the Southeastern region.

The future work of the program participants had the potential to make a significant impact upon the direction and policies of research which influence education. As a result of their acquired skills, their improved growth through Human Potential Seminars, and their developed professional networks and dissemination system, Project Scholars were more competitive for available research positions.

Like other minorities and women who had been affiliated with the Institute, they moved into research and leadership positions and helped increase the participation of minorities and women in educational research and development.

PART II - ACCOMPLISHMENTS OF THE PROJECT

The Project was designed as a developmental program to increase the participation of women and minorities in educational research. To achieve the previously stated goals, participants were provided with a series of integrated opportunities and activities structured to result in research productivity. Further, the program was organized to accommodate the terms of the combined institutional and special projects grants received from NIE.

The Project was administered through the cooperative efforts of the Institute's Director, Dr. Thomas Diener, and Institute Associate Ms. Otis Holloway Owens. They served as Co-Directors. The Co-Directors were responsible for long and short range planning, day-to-day operations, guidance of participants' activities, and institutional and agency communications. Only two staff persons received any significant amount of compensation from the Project's Budget. A clerical person was employed by the Project on a part-time basis.

Ms. Owens contributed 66 percent of her time and was compensated by the Project for approximately 24 percent of her salary. Dr. Diener spent 20 percent of his time working in behalf of the Project. Other members of the Institute staff who contributed approximately 10 to 20 percent of their time to the Project included: Dr. Thomas Owings (Institute Associate), Dr. Doris Lyons (Institute Associate), and Ms. Linda Davidson (Institute Office Manager).

Management of the Project proved to be smooth and effective. Two evaluation reports were completed during the course of the Project.

The first evaluation was conducted by Dr. Martha Tack (Appendix A). A second evaluation report was prepared by Dr. Doris Lyons, Associate at the Institute. Portions of the Lyons report have been incorporated with this report.

The Project was organized to serve the needs of its participants. Designated as Scholars, participants were originally placed in one of four categories: Pre-doctoral, Post-doctoral, Special, and Sabbatical. Two Pre-doctoral and two Post-doctoral Scholars were selected each year to participate as in-residence scholars. Enmeshed in the life of the Project and the Institute on a daily basis, these scholars were provided offices and secretarial services in the Institute. Thus, the climate existed for Scholars to interact as colleagues of the Institute staff. Post-doctoral Scholars received an average annual salary of $15,000. The Pre-doctoral Scholars received annual stipends ranging from $3,900 - $4,900, and tuition scholarships to support their doctoral studies.

Special Scholars were persons who were employed and/or attending school full-time. Thus, most travel and per diem grants were provided to out-of-town persons. Individuals affiliating with the project as Special Scholars expressed an interest in improving their personal and professional skills needed to make a contribution in the field of educational research. Special Scholars engaged in the Project through the quarterly workshops, individual consultations, correspondence, telephone communications and the development of growth contracts.

Sabbatical Scholars were those who, as a result of a sabbatical leave by their home institution, had the time and money sufficient to participate in the Project.

A fifth category, Consulting Scholar, was established as the Project developed. This enabled some Scholars to complete one phase of their work with the Project as, say, a Post-doctoral Scholar and move on to another, perhaps as a mentor or resource person, and still remain active in the Project.

During the three years of the Project, it has served seven Post-doctoral Scholars, three Pre-doctoral Scholars, twenty-five Special Scholars, one Sabbatical Scholar, seven Consulting Scholars which totals forty-three. This figure exceeds the thirty-two persons involved in the Project; some persons have participated in two or more different categories.

Recruitment and Selection. Having established as the purpose of the Project to increase the participation and contributions of minorities and women in educational research, the Institute vigorously recruited well qualified women and black males for the Project. The first recruitment efforts failed to yield the preferred diversity of sex, ethnic background or geographic area among the participants. Since the Project's letter of award was not received from NIE until November, 1978 scholars who had been selected to join the Project were unable to postpone making a decision to relocate or resign from a job. Therefore, persons who were selected on the second round of review were chosen from among those persons available to join the Project in January, 1979. The delay in receiving funding proved to be a major constraint in the first year's selection process.

The recruitment process was continuous throughout the life of the Project. As a part of the standard recruitment procedure the following constituencies were contacted periodically: all predominantly

black institutions in the nation, all institutions of higher education in the Southeast, a special group of black educators, select women's professional organizations, and all black graduates of The University of Alabama. Information on the Project was presented at a vareity of professional meetings throughout the country. Numerous letters were sent to key persons throughout the country requesting that they advertize the Project and provide names of minority persons whom they would recommend.

Applications were reviewed by a committee of persons selected from members of the Project's advisory committee, members of Project Growth staff, University of Alabama faculty, and local minority groups and women. Recommendations were made to the Co-Directors in view of the Project's objectives and appropriate selection criteria.

Realizing the importance of daily interactions between scholars in promoting personal growth, the Project sought a high degree of diversity of sex, ethnic background, and geographic representation among the participants. Except in the area of ethnic background and sex, the Project was not successful. The post-doctoral salary, an average of $15,000 per annum, proved to be a mighty obstacle to those individuals located in other regions of the country who were offered positions in the Project. The structure of the pre-doctoral stipend also proved to be a barrier to achieving geographic diversity. Since pre-doctoral scholars were required to be persons who were actively pursuing the doctorate degree it was most convenient for those students enrolled at The University of Alabama.

To aid in the recruitment process, a Project brochure, was developed and distributed (Appendix B). Members of the Institute

staff distributed the brochure and other information at state and national conferences and meetings.

The recruitment process produced an excellent pool of well qualified candidates from which to select Project participants. The selection procedure included a review of materials submitted by each applicant. In addition to the usual demographic data, the applicant was requested to provide two written statements. In the first statement the applicant explained his or her research interests, strengths, weaknesses, and skills possessed or desired. In the second statement applicants described their short and long range career goals and how they perceived the advancement of those goals through the scholar program. Each person was rated by members of the Institute staff and members of the Project's Advisory Committee. Candidates were chosen on the basis of the merits of their goals and objectives, demonstrated ability to carry out academic work, and the ability of the Project to meet the needs and expectations of the applicant.

Objective 1. To provide participants a series of learning and training activities by which they can develop both the personal and professional skills required to make meaningful contributions to the field of educational research.

The Project was highly successful in achieving the programmatic activities outlined in the original proposal. Specifically, scholars engaged in weekly meetings, monthly seminars, quarterly workshops, individual consultations, professional meetings and the preparation of growth contracts, journals, and chronofiles*, the conduct of research projects, paper presentations, and the publication of articles.

*A Chronofile holds the day-to-day evidence of a scholar's life: appointments, reminders, notes of meetings, observations, copies of special memos or letters and so on. It serves as a collection of much of the raw data from which scholars write their professional journals.

Weekly meetings provided an opportunity for Project scholars to meet with the Institute staff, disseminate information, present reports on research progress, receive constructive criticism, plan seminar and workshop events, and provide data for the Project's summative evaluation.

Monthly seminars offered an opportunity for scholars, staff members and visiting presenters to share topics of interests to the group. Listed below are some topics presented during the monthly seminars:

Research on New Ways of Learning
Opinion Survey Methodology
Health Promotion Research
Peer Evaluation of Research Questionnaires
Reference Resources as Research Tools
Life Cycle of Retiring Women
The University of Alabama Press
The Computer as a Research Tool
Clarifying Ideas for a Research Proposal

Objective 2. To assist Project scholars in the integration into effective networking systems by which they can gain exposure and at the same time develop a reportory of resources and personal contacts.

This was achieved within the series of Quarterly workshops and scho
scholar's participation in professional meetings.

Quarterly workshops provided an opportunity for special scholars together with pre-doctoral scholars and post-doctoral scholars in residence to enhance their research skills, to establish mentor relationships, to present their research ideas and findings and to hold personal consultations with Project staff and other University personnel.

A total of 12 workshops were held between 1978 and 1981. Through the workshops scholars were exposed to outstanding researchers in the

field. For example, meeting with Ralph Tyler afforded scholars the opportunity to share ideas with a nationally prominent educational researcher. Scholars who were interested in investigating the impact of family and work upon female educational administrators invited sociologist Jessie Bernard to conduct several workshop sessions. Other scholars interested in research in the realm of educational equity invited Michael Olivas, advocate and researcher of the Hispanic community, to address the topic of access and higher education. Eva Golambos, of the Southern Regional Educational Board (SREB), spoke about access and the research agenda of the 1980's. Robert Silverman, editor of The Journal of Higher Education, examined the processes and procedures, the pains and pleasures of publishing in scholarly journals.

As a result of their meeting and sharing research plans during the quarterly workshops with nationally prominent persons, scholars received the needed impetus and confidence to initiate mutually beneficial relationships in other settings. For example, a scholar whose area of research was adult life cycle patterns sought out Arthur Chickering at Memphis State University, and nationally known for his work on students and adult learners, who later served as her mentor. Over a period of three years the workshops provided the forum for scholars to form their own mini-research community as participants in the workshop. Scholars have noted in correspondence, journals, and verbally that they became a part of rather than estranged from the pursuit of educational research. For some scholars the workshops aided in removing the mystery and anxiety that surrounded the formidable area of research.

Believing that professional skill development must be accompanied by human skill development, the directors included various segments of

a structured human potential development process as organized by James P. McHolland. The value of the workshop experiences was unique to each scholar. Due to the time frame of workshop schedules, not all scholars attended every segment of each workshop program. The workshop proved to be an important event for developing a collegial network and for establishing mentoring relationships.

Individual consultations with each scholar was a major activity of the Project. Establishing personal, professional and research goals provided the basis for many consultations. Analyzing the written contracts and evaluating the attainment of contract goals were also achieved during the individual consultations. Where needed, personal counseling regarding personal and academic problems were worked on during the consultation periods. Scholars were encouraged to meet with a series of University of Alabama faculty and administrators regarding specific concerns or ideas.

The Practice Information Interview formed the basis for significant interaction and learning. Scholars were carefully matched with top level university administrators and engaged in structured interviews. The interviews accomplished three purposes. Scholars gained the experience of presenting themselves to an administrator and/or explaining their strengths and weaknesses. Interviews gave scholars an opportunity to learn how individuals with similar training and experiences were utilized within a major university; and they provided scholars with information about how persons with particular interests and skills in research might be employed in the future.

As a result of the information interviews, Project participants became better acquainted with the range and scope of available and

projected work opportunities within the higher education community. Also, key administrators became more knowledgeable of Project Growth administrators led to future contacts and, in the case of some, subsequent mentor relationships.

Professional Meetings. Funds from the grant provided scholars with opportunities to attend national, regional, and state professional meetings and conferences. Travel proved to be an important element of the Project. Scholars were able to establish relationships with researchers of national reputations in the areas of the scholar's research interest. The contacts scholars made at conferences and meetings have continued to figure in their academic and professional lives.

Growth Contracts. According to the Project's evaluation prepared by Dr. Doris Lyons, Institute Associate, there appeared to be a strong correlation between Personal Growth Contracts and publication products (see Table 1).

Table 1
Summary Data: Comparison of Processes and Products with Personal Growth Contract as Variable (1978-1981)*

*N = 33

	PROCESS	PRODUCTS		
	Total	Publications	Unpublished Writings	Total
Scholars with Written Contracts	24	11	38	49
Scholars without Written Contacts	9	1	4	5

These data revealed that the concentration of Scholars without written contracts were in the Special Scholar category, with two (2) of the (4) or 50 percent unpublished writings being identified as funding proposals and the remaining 50 percent were general unpublished writings. By comparison, of the scholars with written contracts and unpublished writings 29 percent were funding proposals, 29 percent were research reports, and 42 percent were general unpublished writings. In the area of professional activity scholars who wrote personal Growth Contracts published at the 46 percent level whereas Scholars without Contracts published at the 11 percent level.

The Lyons report noted that quantifiable results indicated that scholars who developed a written document identifying their plans for personal and professional goals were more productive in areas of writing than those who did not. The writing of contracts and the keeping of journal entries provided a means by which community was established between scholars and staff of Project Growth. The contracts were initiated by scholars and reviewed by the Co-Directors, a joint evaluation ensued and both scholars and staff entered into the provisions of the commitment.

In a similar genre scholar journals were sources of communication between staff and scholars. On a periodic basis scholars submitted their journals to the Co-Directors. Journals, read alternately by the Co-Directors, formed the basis for a monthly discussion with each scholar. The journals, more than simply a log of events, offered an instrument for scholars to draw their lives into focus. These discussions between scholar and Co-Director were often very personal and emotional. These dialogues offered scholars and staff special opportunities to analyze

and clarify how personal and professional relationships impinge upon research activities.

The rationale for requesting written contracts grew out of a real concern that scholars glean as much as possible from their experiences during their program affiliation. The documents proved, also, to be a means for scholars to think through and select achievable goals.

Objective 3. To facilitate the undertaking of research which reflects the individual perspectives and interests of participants. A unique feature of the entire Project was the focus on the individual choosing a research topic of interest.

A unique feature of the entire Project was the emphasis placed on individuals selecting research topics which held special interest for them. This placed a great deal of responsibility on them; it also heightened motivation. The scholars experienced varied levels of research productivity. Scholar's presentation of their research began with the idea and proposal stages. Since visibility is perceived by many as a vital ingredient within the research community, the workshop and seminar programs sought to prepare scholars to present their research for publication and to meetings of professional associations.

Within the "safe" community of the workshop, scholars were provided special opportunities to talk about their research ideas in small groups. They then presented their research proposals as members of a panel. Finally, as "guest speakers" scholars gave formal and individual presentations of research in progress or findings. In the course of the scholars' presentations, participants received an evaluation of their work from other scholars, special faculty consultants, and IHERS staff.

The scholars achieved goals in the areas of personal growth, academic progress and professional development. Since the beginning

of the Project, four scholars have earned the doctoral degree (Ph.D.). Another nine have progressed to the dissertation writing stage and should complete all requirements for their degrees no later than August 1982. The academic progress of these scholars is directly related to the support and assistance they received through Project Growth. Those persons listed on Table 2 represent the twenty-six Project Growth Scholars who entered the program at the pre-doctoral level of academic progress. Only five scholars (designated by three stars ***) were not engaged in a planned program of course work at the time of entry into the Project. It should be noted however, that while the five scholars were not enrolled in a program leading to a degree they are enrolled in University level courses.

For the pre-doctoral scholar, participation in an academic program and progress through a graduate program are two indicators for research productivity. The Project encourages scholars to make an academic plan. The plan includes both long and short range goals. Specific objectives are then established by each person according to an estimated time period. The plan also denotes resources required to achieve the stated goal. Where possible scholars are encouraged to consider their personal and professional goals when selecting an academic program to pursue (see Table 2).

TABLE 2
ACADEMIC PROGRESS OF PREDOCTORAL SCHOLARS
BEGINNING WITH THEIR ENTRY INTO THE PROJECT

Name	Course Work		Dissertation			Doctoral Degree Received
	Initiated	In Progress	Initiated	In Progress	Completed	
Anderson	x					
Bivens		x		x		
Boyd	***					
Bray	x					
Brown		x		x		
Calhoun		x				
Cannon		x				
Crawford	x			x		
Dunn		x				
Ellis		x		x		
Griffin		x		x		
Hand	***					
Harris	***					
Hayes	x			x		
Hazeur	***					
Haznedar			x			1981
Heath		x			x	
McLelland		x		x		
Miller						
Morse		x				1981
Simpson	x			x		
Tishler		x				1981
Villadsen		x				1980
Walker	x					
Winslow	***					
Zippert		x		x		

***Persons are enrolled in courses but to date have not been accepted into a graduate program.

Project staff and participants appeared on the program of special interest groups of national, regional and state conferences to discuss the Project and their research. Scholars' papers were presented at meetings of the following associations and organizations:

American Educational Research Association
American Home Economics Association
Alabama Association of Women Deans, Counselors and Administrators
Alabama Association of Teacher Education
Alabama Academy of Science
Alabama Home Economics Association
International Council of Exceptional Children
Louisiana Talent Bank for Women
Mid-South Educational Research Association
Memphis State University, Institute of Academic Improvement Workshop
National Association of Women Deans, Administrators and Counselors
National Association of Student Personnel Administrators
Project Growth Workshops
Southern Regional Council on Education Administration

A major emphasis of the Project was in the area of writing and publishing. Scholars have enjoyed varying degrees of success in this area. Following on pages 26-29 is a bibliography which lists scholar's writings.

Scholars were successful in achieving regional and national recognition for their work.

One scholar's doctoral research was selected as the best dissertation of the year by a national educational organization. The scholar was awarded a monetary prize and presented her research findings at the organization's national conference.

Another scholar was presenter at a national convention; the only invited paper in his section.

Several scholars have presented papers at regional and national research conferences.

LIST OF SCHOLARS' WRITINGS

Crawford, A. L. Skills perceived to lead to success in higher education administration (dissertation in progress), 1982.

Crawford, A. L. The delicate art of interviewing: How to conduct a professional job search. Paper presented, Louisiana Dietetic Association, New Orleans, Louisiana, May 1980.

Crawford, A. L. Time out for counselors. Paper presented, Association for Religious Values in Counseling, APGA Pre-Convention Workshop, Atlanta, Georgia, March 1980.

Crawford, A., Bray, C., Character, B., et al. An analysis of the admissions and records offices at Shelton State Junior College. Unpublished analysis, The University of Alabama, 1980.

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PART III - THE SCHOLARS SPEAK

What kinds of experiences did the scholars have?

The best answers to the above question are the comments from individual scholars. Scholars have spoken for themselves through their writings including personal growth contracts, journals, professional papers, dissertation presentations, published articles, reports, and correspondence. Naturally, they have spoken in group meetings and during individual consultations. These are some early comments written by the first group of scholars:

- I am learning that a research project is very different from a research paper, and that my scholarly reputation can rest (at least to a certain extent) upon my success with this study.

  I'm continuing to revise my dissertation proposal based upon the latest comments by___. ___is typing away in hopes that we may be able to distribute this thing on Thursday. It's beginning to look hopeless.

  I had a helpful conversation with__, educational psychology, who is also a member of the Project Growth Advisory Committee. She reviewed my initial questionnaire and made some suggestions for change. (It will have to be typed again!!!) She reminded me of the importance of having specific hypotheses--the more carefully selected, the better. She reminded me (or was this the first forceful statement of such?) that my scholarly reputation was on the line. After my meeting with__, I realize that I'm a novice to research--a rank amateur!

  _____ , member of the Project Growth Advisory Committee, spoke to__'s class in educational planning. Not only was his philosophical bases underlining a formula for educational allocations interesting, but he is an educator to watch and listen to. Such calm, confident mannerisms. Such an ability to put a class at ease. Such humanity.....

- What an eventful week! I had an opportunity to meet some very interesting people who gave me some great ideas for possible research topics. Of course I will have to amend the topics if I pursue any of the areas since I do not have the fervor that they have. Interviews were held with__, Director of Independent Study;__, Secondary Education Area Head;__, Executive Director of Alabama Consortium for the Development of Higher Education; and__, Special Assistant to the President.

  Although I spent most of the week interviewing people around campus, I found that the Institute has a wealth of

sources. Many great ideas for research projects were given to me by IHERS staff. I am very pleased that__ gives me moments of conversation that are not purely on a professional level.

One of my most interesting talks was held on the stairs between second and third floors. I had a very enlightening conversation with___and___about integrating the following topics: Human Potential, Simulation and game. That would be a research article that would have possibilities for various publications. No doubt a project as they suggested would take longer than the time that I have available to me while an NIE Scholar.....

- The Scholars are beginning to get to know each other and to feel comfortable around one another. I think that Project Growth is going to be very helpful in allowing us to meet different people and to get to know possible mentors. I can, foresee making my own "network" of contacts. From just the office, I have become much more aware of what is going on in Higher Education. I may have spent too much time reading each thing that is put into my box, but everything seems so stimulating and I am very hungry to read these kinds of materials. I have been writing off for things that are free that I see in the literature.

- At end of Human Potential Seminar I continue glad to be a part of Project Growth and encouraged and affirmed by my experiences with those persons involved in the project--both participants and directors and resource persons. Intelligent-human-optimistic-purposeful. These describe or point toward the qualities of both individuals and the collective ambience of the corporate body--The Institute and those whom it serves and those who serve within it.

So the gathering together of the scholars--post, pre and special. With the term I think of Emily Dickinson and her first letter to Higgins--"Please, may I be your Scholar." And there we have the pattern I see that is basic to our project (note how naturally I use the collective pronoun). Emily had this talent, a need of focusing, of finding a receptive receiving yet guiding mind to be aware of her. And so, even though she was an original poetic genius, she needed a significant other, and she became his scholar and he her mentor.

- What is the project for me? A chance, some freedom, recognition, reassurance. To move with a renewed confidence among persons at the University, at the college where I teach, and within my mind. The old cry of the 60's, "I am somebody" is reinforced, also a renewed humility, "Who me?". There is a restoration in this for me.....

and later comments:

- Thanks to a research fellowship which enabled me to focus my energy, I have already been given opportunities to present my findings at national and regional meetings. Thanks to a research fellowship, I have been able to "fast forward" my career overcoming to some extent the time taken away during the family period. Thanks to a research fellowship, I have keen awareness of the potential within many women which can blossom into fruitful scholarship if they are encouraged.

- Mostly I am weary these days, as if I had climbed half way up the hill of the degree and still have a ways to go, yet am not sure of what I will find on the top or on the other side. Who wrote "mostly my going is up"? Frost perhaps, and this describes me lately. But there are times I am not climbing.

  What twenty-five words could motivate me enough to say and believe that I had a productive week? The following words did the trick: calmness, sureness, confident, self-possessed, motivated, witty, intelligent, caring, stable, sincere, loving, warm personality, open to possibilities, pretty, poised, good humor and sensitive to others.

  These words were identified by the Project Growth Scholars and facilitators during the Human Potential Seminar as strengths that they believe I possess. I feel that HP was responsible for my having a productive week!

One scholar wrote an essay on the process of writing journals and establishing chronofiles.

Maps and Records of Journeys in Project Growth

Project Growth for both directors and participants may be metaphored as a journey: shared traveling toward our various individual goals. Two activities requested by the directors of the resident scholars at the Institute of Higher Education Research and Services have provided both direction and record of our shared and individual paths. These have been yearly formation and fulfillment of contracts and weekly keeping of journals. The contracts have served as maps of our intended journeys; the journals have documented experiences and observations along the way.

Both the making of the contracts and the keeping of the journals are means by which community is established in Project Growth between scholars and directors. A communicative cycle of informing, of hearing, and responding has been fundamental in nurturing individual development. The contracts are initiated by scholars and received by the directors; a joing evaluation ensues and both scholar and directors enter into the provisions of the commitment. The journals are similarly sources of communication initiated by scholars and received and responded to with written comments by the directors.

The discipline of keeping a journal has been more easily subscribed to by some scholars than others. Less verbal individuals may hesitate to reveal their thoughts in words; perhaps they are reluctant to document their lives. They may not have achieved an integration of their personal and professional selves. However, within the last two years all but one scholar has adopted the discipline of recording regular aspects of work, progress, discouragements and accomplishments. At least two have used the journal as a measure of coping with their fuller lives, of steadying their thoughts as they meet academic, professional and personal challenges.

The journals have become for some scholars an area for expressions that might be difficult to publically assert. Individuals may write of personal disequilibrium and desire for change, or conversely or realization of self worth, and affirmation of one's life course.

The journals have their personal historical value. These entries may be telling us of ourselves in years to come--of travels, encounters, opportunities, and achievements made possible by participation in Project Growth. We may find that a page from a journal kept in these formative months will bring us again to a special period of our lives.

As journal keepers, we become part of a literary tradition and may find satisfaction in our documenting. An editor of Relevations: Diaries of Women commented: "I suspect the form will persist as a way for the individual to explore identity, chart emotional growth, develop character" (Moffatt and Painter, p. 12).

We have been asked to supplement and illustrate the journals with chronofiles--collections of memorabilia that help define the current experiences. For some this has been an enjoyable even whimsical pursuit. A collection over a year may be a whole collage: official letters, acceptance of an article for publication, notice of inclusion on a panel at a national conference, congratulations on passing one's comprehensive exams, an invitation to a scholar's graduation; napkins with quotations, telephone numbers, addresses scribbled on them; a program from an evening at the National Symphony (AAHE Conference in Washington, D.C.); an airplane ticket receipt, a note that a friend called, a pressed spring flower or an Autumn leaf. Less poetic scholars may be led through the keeping of chronofiles to value the small markers and symbols of their lives, as well as the larger official statements.

In short, through the discipline of journal writing and chronofile keeping, we become more aware of what Robert Frost termed, "inner and outer weather" in our seasons with Project Growth.

The yearly contracts which both resident and special scholars are asked to design, discuss with the Project Director, and enter into as a shared commitments with the Project provide both structure and means of evaluating a scholar's yearly growth. The contracts are based on the major objectives that form the framework of the opportunity offered an individual by Project Growth. Within each objective a scholar may set priorities and commitments.

Objective 1: To provide scholars with a series of learning experiences to improve both the personal and professional skills which are required to make meaningful contribution to the field of educational research. In awareness of this objective one scholar identified professional and academic meetings she planned to attend. Another identified intended readings and attendance at academic seminars. Concern for effective

management of personal and family life was translated into definite goals by a third.

Objective 2: To assist scholars to integrate effectively into networking systems which will give them the means to develop a repertoire of resources and personal contacts. Counteracting the proposition that women seldom find effective mentoring, the majority of contracts have identified persons with whom scholars wished to continue mentoring relationships or with whom they wished to initiate association. Some scholars have set a schedule of intended dates for conferences by telephone or in person with the potential mentors identified. Others have indicated a desired deepening over time of relationships with persons they perceived significant to their professional and academic development. Happy outcomes of the purposeful search for mentors have been linkings between scholars and persons of national stature. Arthur Chickering and Jessie Barnard are two such persons.

Objective 3: To facilitate the undertaking of research which reflects the individual perspectives and interests of scholars from a variety of disciplines.

Individual projects have indeed followed various tracks. Research delineated as particular commitments by resident and special scholars have ranged over many problems. Consumer Education has been the province of one scholar, a professor in the School of Home Economics. A pre-doctoral scholar pursued research empirically considering and describing the coping ability of women administrators in Higher Education who combine the mother and professional role. Her active research followed a schedule outlined in her contract and culminated in the writing of a Ph.D. dissertation which won the Ruth Strang national award for a beginning woman researcher. Overall the contracts have facilitated the realistic structuring of research pursuits.

Objective 4: To provide opportunities for a small but diverse group of carefully selected scholars to examine and disseminate their findings on topics germane to post-secondary education.

This component has led scholars to consider ways of sharing their research findings and to engage in dialogues with others with like interests, commitments or necessities. A number of scholars have set the objectives of presentation at conferences and publication in appropriate journals. Over the last two years there have been a dozen scholar presentations to groups beyond the confines of the Project. Presentations have been at national, regional, and local conferences and seminars. Publication has not been as ready an accomplishment; however, at least five scholars have had the happy experience of receiving acceptance notices from editors.

To set goals is a realistic pursuit. Moreover, goals which specify time frames and outline necessary assistance and materials become realizable designations to the individuals who through Project Growth are encouraged to dream, but are also enabled to avoid the uncertainty of mere chance.

Women and minority members are often described as persons with unsure self concepts and tendencies to avoid success. The keeping of journals encourages self definition; definition of and purposeful striving toward personal and professional goals documented in the making and keeping of contracts enables individual scholars to experience success, and to believe that continued success is a potential and likely component of their lives.

PART IV - SUMMARY--AND A NEW BEGINNING

Funds received from NIE, which supported Project Growth, ended in November 1981. These funds together with support from The University of Alabama aided the Institute in expanding and enriching the experiences provided to 36 emerging leaders in educational research. The momentum gained by the Project during the past three years propels the Institute rapidly towards its goals in the area of professional development.

In the near future the activities of the Project will be supported primarily by the contributions of the Institute. Just now, diminished financial resources have resulted in reviews and revisions of certain programmatic activities. A significant decision was made to discontinue salaries to post-doctoral scholars. Consequently post-doctoral scholars will participate in the Project as special scholars. For pre-doctoral scholars, grants were changed in size and frequency; instead of two scholars receiving grants of $3,900.00 each a number of grants are now offered ranging from a few hundred to a few thousand dollars. These grants are designed primarily to assist scholars plan, conduct, and disseminate their research.

Workshops, consultations, and seminars continue as a major focus of the Project. The Institute has invested a significant amount of its resources to continue offering workshop and seminar experiences to the scholars. Seminars are scheduled monthly and three workshops a year are planned.

IHERS has renewed its commitment to Project Growth and will continue to administer the program. Clearly the Project has moved to a new phase of its development. As a result the staff is challenged to be more creative and resourceful in achieving the goal of increasing the participation of women and minorities in the field of educational leadership and research.

From the very beginning IHERS proposed to follow up the program for a period of five years. Attaining this goal remains an important objective, and the structure for monitoring and the success of the scholars is already in place. Further, the institutionalization of the activities of Project Growth is an enduring goal and one which the Institute has planned to accomplish. Several factors require consideration including:

1. Collaborating with the graduate school and other departments of The University of Alabama.
2. Securing additional funds for Project Growth (from University, foundation, and business sources).
3. Cooperating with other state institutions, organizations and networks with similar purposes.
4. Recruiting new scholars for participating in the program.

This report has summarized three years of work--and shown a glimpse of the future of Project Growth.

The success of Project Growth will continue to be repeated in the achievements of the individuals who participate in the Project. Their record shows them to be productive researchers and leaders in the educational community.

APPENDIX A

fall

35 Mayfair
Tuscaloosa, AL 35404
April 9, 1980

Dr. Tom Diener, Director
Institute of Higher Education
Research and Services
119 East Annex
University, AL 35486

Dear Tom:

I am very pleased to have had the opportunity of working with you on January 8, 1980, during my review of Project Growth. I would like to compliment you on the cooperation of your staff and the unlimited access which I had to information about the Project.

In my opinion, your Project is most worthwhile and is meeting the specific needs of women and minorities in the area of research. Your activities are well defined, your goals are clear, and you have completed the activities which were proposed in a timely and efficient manner.

Attached is my brief report. If you have any questions, please feel free to contact me at 348-6050.

Most cordially,

Martha W. Tack

Martha W. Tack, Ph.D.

MWT/sce

Attachment

PROJECT GROWTH: A REVIEW

On January 8, 1980, the author visited the site of Project Growth on The University of Alabama campus in Tuscaloosa, Alabama, at the request of the Project Co-directors, for the purpose of conducting a general evaluation of the overall program. This review included the following:

1. Identifying the specific objectives of the Project;

2. Determining if the proposed objectives had been accomplished; and

3. Determining, as far as possible, from conversations with staff and from information available in the files, the meaningfulness of the various Project activities.

In order to describe the author's general evaluation of the Project, this report will be divided into the following sections: Limitations of Evaluation, Attainment of Specific Objectives, and Recommendations for Enhancement of the Project.

Limitations of the Evaluation

As in any evaluation, certain limitations are imposed and should be specified at the outset. Therefore, the following should be considered when reviewing this report.

1. The author of this report has completed a formative evaluation, i.e., an evaluation to determine if the objectives and activities of the Project have been implemented as indicated in the amended proposal document. It is impossible, at this point, to complete a summative evaluation, i.e., an evaluation to determine the overall effect of the project on the individuals involved. As evaluators are aware, the formative evaluation can be completed at any time because of the objective measures which are available. However, the summative evaluation should not be completed until at least one year after the project has been terminated if a "cause and effect" relationship is to be established.

2. This evaluation was limited by the amount of information which could be gleaned in a eight-hour period at the site of an on-going project. It should be noted, however, that the evaluator was familiar with the Project (from having served on the Advisory Commitee) and, therefore, did not have to complete detailed background work regarding the need for and viability of the Project.

3. Information included in this report was obtained through a review of documents on file in the Project Office and from conversations with staff members as well as participants. No conversations were conducted with any of the special scholars located at places other than The University of Alabama campus.

Attainment of the Specific Objectives

In an attempt to determine if the objectives of the Project have been met through the execution of proposed activities, the author will site the four specific objectives of the Project, as noted in the abstract of the original

proposal to the National Institute of Education dated June 27, 1978. Then the evaluator will indicate her interpretation of the status of the objective's attainment as of January 8, 1980.

OBJECTIVE I: To provide participants a series of learning and training activities by which they can develop both the personal and professional skills required to make meaningful contributions to the field of educational research.

The activities which were delineated in the Project proposal in this area have been completed in an efficient and effective manner. The special projects seminars have been held, focusing on topics of interest to the participants as well as on areas in which needs exist; weekly personal skill development seminars for the pre- and post-doctoral fellows have been executed; and monthly skill development workshops have been planned and implemented.

OBJECTIVE II: To assist Project scholars in the integration into effective networking systems by which they can gain exposure and at the same time develop a repertoire of resources and personal contacts.

Scholars have been introduced (through seminar sessions and informal gatherings) to individuals with national, regional, and state-wide acclaim in the areas of research, publication, and related topics. The scholars have had the opportunity to interview personnel at various state and national meetings for the purpose of discussing career patterns and of obtaining ideas for increased involvement in research by women and minorities. The scholars have had an opportunity to talk with members of the Project Growth Advisory Committee and to obtain from them various types of information related to success in the Advisory Committee member's area of expertise. The participants also have worked toward the development of mentor relationships which will prove invaluable in the future.

OBJECTIVE III: To facilitate the undertaking of research which reflects the individual perspectives and interests of participants.

The pre- and post-doctoral fellows are heavily engaged in research and are supported by Project staff not only through monetary means but through assistance in research design and implementation. The Project Growth scholars are asked to undertake an individual research project and are provided with monetary assistance as it is available; they continually receive advice and assistance in implementing the chosen project. The scholars and pre- or post-doctoral fellows appear excited about their opportunities to conduct research and about the meaningful activities in which they have engaged through association with this Project.

OBJECTIVE IV: To disseminate widely the Project design and research resulting therefrom.

The Project, through the preparation and distribution of a Project brochure as well as special research monographs dealing with varied topics and staff participation at various professional meetings, is accomplishing this objective. Indeed, the results of the research being undertaken should be beneficial to the broad academic and research communities. In addition, press releases about various aspects of the Project have been disseminated by the University's Information Services Office to state and national audiences.

Recommendations for the Enhancement of the Project

The following recommendations (not in priority order) are presented for consideration by Project Growth staff. It is recognized that some of the recommendations were included in the original proposal but eliminated during the subsequent budget realignment; however, the evaluator recommends a second review of the importance of these items.

*1. The Project Growth staff should consider the development and implementation of a newsletter focusing on the various research projects which have been conducted as well as the research techniques which have proven profitable. This newsletter would be useful particularly to the special scholars who, in most instances, are not located physically on The University of Alabama campus.

2. The skill development workshops which are offered monthly should be open to individuals from The University of Alabama campus, the Stillman College campus, and the Tuscaloosa community who are interested in research. Announcement of the workshops should be included in the University's internal newsletter, the Monday Report; and some contact should be made with personnel on the Stillman College campus and at the Tuscaloosa News in order to publicize these particular workshops. Of course, information should continue to be disseminated to the special scholars about the availability of the skill development workshops so they can attend whenever feasible. Topics which need additional emphasis in these skill development workshops are the following: writing for publication, career exploration, and presenting papers. It also is suggested that Project Growth staff work closely with individuals in The University of Alabama's Office for Faculty Development and the Teaching/Learning Center in the formulation of the workshops and in the dissemination of information about the availability of the workshops.

3. The special projects seminars which are conducted on a quarterly basis have excellent content and should be advertised on a statewide basis. These seminars are planned well in advance; therefore, letters could be transmitted to all colleges and schools within the state to provide the presidents of these institutions with information about the Project and to indicate that individuals from various campuses who fit the criteria, i.e., women and minorities, are cordially invited to attend for payment of their expenses alone.

*Item included in original proposal but eliminated during budget negotiations.

4. The brochure which has been developed by Project Growth staff should be disseminated to all women and minorities on the University and Stillman College campuses and to selected higher education administrators throughout the state on an annual basis.

5. The development of the Advisory Committee for the Project has proven most profitable. It is suggested that more contact (both formal and informal) with members of the Advisory Committee be provided for the pre- and post-doctoral fellows, as well as for the special scholars. Perhaps non-mandatory, informal luncheon meetings should be scheduled on a monthly basis; and some special activity should be planned with the Advisory Committee at each special workshop. Individuals on the Advisory Committee should be encouraged to make presentations at the skill development and special projects seminars, whenever appropriate.

6. The University of Alabama's Office of Information Services should be asked to develop an indepth public relations campaign about the Project in the immediate future. More stories about the special scholars and pre- and post-doctoral fellows should be prepared and transmitted by Information Services staff to relevant home-town papers, and more information about the research which is being conducted should be disseminated throughout the nation over the AP and UP wires. Information about the Project, skill development workshops, special projects seminars, and other relevant activities should be carried routinely in the Monday Report of The University of Alabama, the internal news organ of Stillman College, and the Tuscaloosa News. In addition, Project Growth staff should request time to make brief presentations about the Project at formal meetings of administrative personnel at the University, i.e., the Council of Deans, the Deans and Department Heads Forum, etc. Also, a close working relationship should be developed with faculty and administrative personnel in the Area of Administration and Educational Leadership within the College of Education. These people should have a great interest in the Project, and their involvement should be encouraged.

7. Although each participant in the Project is asked to maintain a log which contains information about the various activities in which the participants engage, a special attempt should be made to develop a formal evaluation instrument for use at the special projects seminars. This instrument should be detailed enough to give Project Growth staff an idea of the effectiveness of the various lectures and lecturers; it also should provide space for the participants to indicate topics which should be added or deleted and ones which should receive special focus. Such an evaluation instrument will allow Project Growth staff to determine the perceptions of participants about the overall seminar.

8. More attention should be given to assisting post-doctoral fellows in obtaining appropriate placement in positions once association with Project Growth has terminated. Plans of this nature should be explored with personnel in the Career Planning and Placement Office on The University of Alabama campus, and perhaps more emphasis should be given to career planning and exploration at the various seminars which are conducted. Although the author recognizes that none of the individuals who have been associated with the Project has had any difficulty in obtaining employment, it is her opinion that more emphasis needs to be placed in this particular area.

9. Project Growth staff continually should be aware of participants needs and conduct follow-up studies on those individuals who have been involved in the Project. It is recognized that the Project has not been in operation long enough to complete such activities, but the development of a follow-up instrument for both formative and summative evaluation should be given high priority.

10. The focus of the Project has been on research and involvement of individuals in higher education; this is in keeping with the Project proposal. However, the evaluator would like to suggest that Project Growth staff consider expanding the Project's sphere of activity (at the next proposal-writing session) to include involvement of women and minorities in local education agencies.

    A definite need exists in this particular area, and some thoughtshould be given to involving individuals from this broad spectrum in Project Growth activities. The author suggests that Project Growth staff consider inviting superintendents in various school districts within the state to send participants to some of the special activities; the author recognizes that there will be some inherent problems in terms of financing the involvement of individuals from local education agencies because of the need for travel and replacement effort cost reimbursement; however, this expansion effort should be explored.

11. Individuals who are associated with the Project, i.e., special scholars and pre- and post-doctoral fellows, should be required to present information formally about their research projects at some point in the year to the other Project participants. This will enable the presenter to share information about specific research findings as well as to make a major presentation for critique and constructive criticism. Perhaps the Project should sponsor a "Research Fair" at which information about research efforts could be shared with a broader audience.

12. Project Growth staff should consider scheduling the special projects workshops using a Thursday through Saturday time frame. This might encourage more participation from the special scholars who are outside The University of Alabama community.

13. The process of identifying mentors and of cultivating relationships of this nature should be given more attention in workshops settings and in actual practice.

Summary

The evaluator commends Project Growth staff members on the exceptional quality of the activities which have been implemented and on the enthusiasm and excitement for the Project which the participants possess. The activities have been completed as planned and have been administered skillfully. Although a thorough summative evaluation is not possible at this time, the author suggests that the general effect of Project activities on participants has been positive and that it will be long-lasting. The individuals with whom the evaluator spoke lauded the project for the impact which it had on their research skills and their future career success.

APPENDIX B

PROJECT GROWTH

OPPORTUNITIES

are available to minorities and women ... for work and personal and professional growth in the area of educational research ... at the Institute of Higher Education Research and Services, The University of Alabama.

OBJECTIVES

To provide scholars with a series of learning experiences to improve both the personal and the professional skills which are required to make meaningful contributions to the field of educational research.

To assist scholars to integrate effectively into networking systems which will give them the means to develop a repertoire of resources and personal contacts.

To facilitate the undertaking of research which reflects the individual perspectives and interests of scholars from a variety of disciplines.

To provide opportunities for a small but diverse group of carefully selected scholars to examine and disseminate their findings on topics germane to postsecondary education.

POSITIONS

are available for individuals at the predoctoral and postdoctoral levels. Additional research opportunities are available for scholars on sabbatical leave from their home institution or agency and for special project scholars who wish to conduct independent research with assistance from Project Growth.

Project Growth is supported in part by funds made available through a grant from the **National Institute of Education**, U.S. Department of Health, Education, and Welfare, Washington, D.C.

Institute of Higher Education Research and Services

PROJECT

WHO MAY APPLY

...as a Post-doctoral Scholar?

Persons who hold an earned doctorate may apply if they have particular needs for and interests in using their research skills. Scholars will spend one year in residence at the Institute and will receive a stipend plus support for research and dissemination activities.

...as a Special Project Scholar?

Persons who are engaged in research at the place of their employment may apply. These scholars will attend four three-day workshops designed to prepare for entry, advancement, or reentry in the field of educational research.

...as a Pre-doctoral Scholar?

Persons who are registered doctoral candidates may apply if they can spend one year in residence at the Institute. A stipend plus other training support is available to these persons.

...as a Sabbatical Scholar?

Professional level individuals seeking a supportive environment in which to conduct educational research may apply. These scholars will spend three to six months in residence at the Institute. Salary support will be provided by the scholar's home institution or organization. Project Growth will provide support costs for project activities.

LEARNING EXPERIENCES

Participate in weekly seminars conducted by faculty and staff actively engaged in research

Engage in workshops focusing on special research and personal skills

Identify research resources

Conduct research

Develop a personal network of professional research associates

Establish relationships with mentors

Attend professional meetings

THE INSTITUTE OF HIGHER EDUCATION RESEARCH AND SERVICES

A research and service agency of The University of Alabama organized to strengthen postsecondary education throught the following five major program areas:

Human Resource Development

Institutional Development/Interinstitutional

...as a Special Project Scholar?

Persons who are engaged in research at the place of their employment may apply. These scholars will attend four three-day workshops designed to prepare for entry, advancement, or reentry in the field of educational research.

...as a Pre-doctoral Scholar?

Persons who are registered doctoral candidates may apply if they can spend one year in residence at the Institute. A stipend plus other training support is available to these persons.

...as a Sabbatical Scholar?

Professional level individuals seeking a supportive environment in which to conduct educational research may apply. These scholars will spend three to six months in residence at the Institute. Salary support will be provided by the scholar's home institution or organization. Project Growth will provide support costs for project activities.

LEARNING EXPERIENCES

Participate in weekly seminars conducted by faculty and staff actively engaged in research

Engage in workshops focusing on special research and personal skills

Identify research resources

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Develop a personal network of professional research associates

Establish relationships with mentors

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THE INSTITUTE OF HIGHER EDUCATION RESEARCH AND SERVICES

A research and service agency of The University of Alabama organized to strengthen postsecondary education throught the following five major program areas:

Human Resource Development

Institutional Development/Interinstitutional Cooperative Arrangements

Studies and Publications

Workshops and Conferences

Consultation Services

APPLICATION

Nominations as well as letters of inquiry are invited. Contact:

PROJECT GROWTH
IHERS
P.O. Box 6293
University, AL 35486
(205)348-7770

GROWTH

APPENDIX C

THE UNIVERSITY OF ALABAMA
UNIVERSITY, ALABAMA

INSTITUTE OF HIGHER EDUCATION
RESEARCH AND SERVICES

BOX 6203
UNIVERSITY, ALABAMA 35486
(205) 348-7770

January 19, 1979

MEMORANDUM

TO:

Dorothy Hendricks	Mary Ellis	Anne Tishler
Paula Sue Hayes	Glenna Brown	Carolyn Horton
Alice Villadsen	Beatrice Morse	Anna Crawford
Joyce Steele	Jane McLelland	Jane Chauvin

FROM: Otis Holloway Owens
Co-Director
Project Growth

RE: Human Potential Seminar
January 31, February 1-2, 1979

I am looking forward to the first meeting of all of the Project Growth Scholars on the dates above.

As you know it is vitally important that you plan to participate in the entire Human Potential Seminar (HPS). Since this is a structured group process of self-growth it is, therefore, imperative that you participate fully and attend all three days.

Please dress comfortably because you may wish to sit on the floor from time to time.

All meetings will be held in the Anderson Room in the Ferguson Center (i.e. University Student Center). The same schedule will be followed daily.

AGENDA

8:00 a.m.	Coffee
8:30 a.m. - approximately 12:00 noon	Morning Session HPS
12:00 noon - 1:00 p.m.	Lunch (See statement below)
1:00 - 5:00 p.m.	Afternoon Session HPS

Please view the lunch hour in flexible terms. We will break for an hour at the most appropriate time. If you plan to eat lunch, please do so in the Ferguson Center since an hour is not long enough to go any place else.

Some time will be spent in the evening completing homework required for the next day.

If you need assistance in arranging for housing please contact Ms. Linda Davidson (205/348-7770). The motel nearest to the campus is the Stafford Inn. The Sheraton which is very nice is about six miles away. We suggest that you plan to share a room with someone else in order to decrease your expenses.

Rates are as follows:

Stafford Inn
Single $19.00
Double $23.00

Sheraton*
Single $17.00
Double $22.00

*We must make the reservations for you to receive these rates.

You are cordially invited to attend a reception to meet the Project Growth Advisory Committee at the University Club Tuesday January 30 at 6:00 p.m. We hope that you will be able to arrive early enough to attend. RSVP

ld

cc: Thomas Diener, Project Growth Co-Director
Doris Lyons, HPS Facilitator
Sharon Artis, NIE

Project Growth: Workshop II
April 23 - 25, 1979
Institute of Higher Education Research and Services
The University of Alabama, University, AL

THEME: Developing a Research Agenda and Research Tools

The purpose of the workshop is threefold.

1. To provide information which will stimulate an awareness of and an appreciation for educational research.

2. To present scholars with opportunities to meet noted researchers.

3. To instruct scholars in developing a written research proposal. .

Recognizing the diversity among Project Growth Scholars, this workshop is designed to meet the specific needs of the individual scholars. The design of this workshop will also enable individuals to benefit from the strengths of each person within the group.

Periods of time designated for coffee and meals are ideal times to share ideas and news with other scholars and Project Growth staff.

In preparation for the workshop participants are requested to bring a draft of a research proposal and the Growth Contract.

PROJECT GROWTH is supported in part by funds made available through a grant from the NATIONAL INSTITUTE OF EDUCATION, U.S. Department of Health, Education, and Welfare, Washington, D.C.

Monday April 23, 1979

9:00 - 9:30 a.m. — Opening Session*
Thomas Diener
Otis Holloway Owens
Co-Directors Project Growth

The workshop will begin with a perspective of the National Institute of Education Program for increasing women and minorities in the field of educational research. A review will be made of the goals and objectives of Project Growth.

9:30 - 10:30 a.m. — "Consciousness Education: Research Leads and Research Needs"
Thomas B. Roberts, Professor
Department of Learning and Development
Educational Psychology
Northern Illinois University
DeKalb, Illinois

This presentation will offer an opportunity for scholars to learn about new directions in research.

10:30 - 11:00 a.m. — Coffee Break

11:00 - 12:00 noon — Group Discussion

A time to pose questions to and to discuss with Dr. Roberts.

12:00 - 1:00 p.m. — Lunch - Plan to have lunch with another Scholar and/or Project Staff member

*All sessions except Lunch with Dr. Tyler will be held in the University Ferguson Center Forum.

1:00 - 2:00 p.m. "An Introduction to Research"
Thomas Diener

The presenter will give a general overview to research in selected fields of knowledge. Educational research will be defined. Basic research methods and their purposes will be given. This discussion will note the similarities and differences found among educational research and other fields.

2:00 - 5:00 p.m. Scholar's Consultations

This time will be provided for individual and small group discussions with Project Growth staff. The consultative session will offer scholars an opportunity to plan meetings with other University resource people and to converse with other Scholars.

Tuesday April 24, 1979

9:00 - 12:00 noon "The ABC's of Research"
Dr. Flora Roebuck, Associate Professor
Department of Curriculum and Instruction
Texas Woman's University
Denton, Texas

This presentation will clarify the elements of educational research. Information will be given to help the researcher define the problem, select the population, determine the methodology, select statistical technique if appropriate, analyze findings, draw conclusions and make recommendations.

This will be a time for scholars to further refine their individual research proposals by directing specific questions to the facilitator. Each scholar should benefit from the thorough coverage of educational research.

Note: Each scholar has been requested to bring to the workshop a written proposal of their research.

12:00 - 1:00 p.m. Lunch

1:00 - 4:00 p.m. Guided Work Session

This is a time for scholars to write a draft of their research proposal. Research plans and methodology can be reviewed by the facilitator and revised by the scholar.

4:00 - 5:00 p.m. Review of Today
Preview of Tomorrow

5:00 - 7:00 p.m. Dinner (on your own)

7:00 - 9:00 p.m. Scholar's Work Session

Scholars will work to further refine proposals and clarify the direction of their research project and develop a time schedule for completion.

Each Scholar should complete a Professional Growth Contract by this session.

Wednesday April 25, 1979

8:30 - 11:15 a.m. Research Round Tables

Dr. Barbara Barker	Associate Professor of Educational Psychology College of Education
Dr. Harry Barker	Professor of Psychology College of Arts & Sciences
Dr. Albert Drake	Professor of Statistics Department of Management Science & Statistics College of Commerce & Business Administration
Dr. Jane Furr	Assistant Professor of Behavioral Studies College of Education
Dr. James McLean	Associate Professor & Chairman of Educational Psychology & Research College of Education

Ms. Kay A. Staub	Director of Institutional Research Office of Institutional Research
Dr. Gary Stock	Associate Professor of Administration and Planning College of Education

Persons with special knowledge in the areas of computer use, methodology, sampling, instrumentation, agency resources and topic review will be available throughout the morning to scholars in structured working sessions.

11:30 - 1:30 p.m.	Scholars Luncheon with Dr. Ralph Tyler, UA Distinguished Visiting Professor and Chairman of the Board, American College Testing Program (Jarrod's Restaurant)
1:45 - 2:00 p.m.	Women and Research (Mini-lecture) Dr. Marilyn Emplaincourt Research Associate, Office of the President The University of Alabama
2:15 - 3:15 p.m.	<u>A Forum</u> - Identifying the Issues Ms. Yvonne Lamb Moderator of the Forum Director of Community Relations University Television Services Dr. Nancy H. Rice Assistant Professor of Women's Studies Dr. Marilyn Emplaincourt UA Research Associate Ms. Otis Holloway Owens Co-Director Project Growth

A panel of women will discuss the topic of Women and Research. The forum will be taped by UA Television Services for broadcasting on the Alabama Public Television Network (APTN).

3:15 - 4:00 p.m. Workshop Wrap-Up and Evaluation

A summary of what has happened during the past three days.

PROJECT GROWTH: WORKSHOP III

JULY 26-28, 1979

Institute of Higher Education Research and Services

The University of Alabama

THEME: RESEARCH DEVELOPMENT

The purposes of the workshop are:

1. To provide each scholar an opportunity to present information about his or her research project.
2. To offer scholars an opportunity to have their research ideas, proposals, and procedures critiqued by peers and professors.
3. To give information for the practical application and utilization of research skills in any work place.
4. To give an introduction to scholars on how to secure and manage funds for research.

All general sessions will be held in Ferguson Center.

PROJECT GROWTH is supported primarily by funds made available through a grant from the NATIONAL INSTITUTE OF EDUCATION, U. S. Department of Health, Education, and Welfare, Washington, D. C.

RESEARCH DEVELOPMENT

Thursday, July 26, 1979

9:00-9:30 a.m. Opening Session Room 314, FC

Thomas Diener, Co-Director
Otis Holloway Owens, Co-Director

The workshop will begin with an overview of Project Growth and an assessment of the project thus far.

9:30-11:30 a.m. Research: "Pains and Progress" Room 314, FC

A Panel composed of:

Otis Holloway Owens, Chairperson

Scholars:

Elizabeth Goldsmith
Paula Sue Hayes
Dorothy Hendricks
Carolyn Horton

Four Scholars who are at various levels and stages of progress with their individual research will present the pains and progress of their experiences.

Other Scholars and faculty reactors will ask questions and offer suggestions regarding the research presented.

11:30-1:30 p.m. Lunch on your own - You may want to use this time for informal discussion with other Scholars.

1:30-4:00 p.m. Small Group Sessions with Scholars Room 314, FC

This will be a time for Scholars to present and discuss in a small group their individual research ideas, proposals, and progress. Representatives from the Institute staff, UA faculty, and Project Growth Scholars will offer constructive criticism.

Group I - Thomas Diener, Chairperson — Room 315, FC

Scholars:

Willie Dunn
Mary Ellis
Dorothy Hendricks
Jane McLelland
Gwendolyn Patton
Alice Villadsen

UA Faculty:

Al Drake

Group II - Otis Holloway Owens, Chairperson — Room 320, FC

Scholars:

Anna Lee Crawford
Paula Sue Hayes
Carolyn Horton
Beatrice Morse

UA Faculty:

James McLean

Group III - Doris Lyons, Chairperson — Room 303, FC

Scholars:

Charlena Bray
Jane Chauvin
Elizabeth Goldsmith
Edward Griffin
Joyce Steele
Anne Tishler

UA Faculty:

Kay Staub

4:00-5:00 p.m. — A time for individual Scholars to discuss ideas with the Project Growth directors. Growth contracts will be reviewed. Scholars may use this time to meet with other University personnel, also, and to converse with other Scholars. — Room 314, FC

5:00-7:00 p.m. Dinner on your own.

7:00-9:00 p.m. Introduction to the Computer TBA

Dewana Green
Data Base Administrator,
Computing Services, UA

Most Scholars will use the computer at some point, with many degrees of frustration. This will be a session designed to dispel the fears, delimit the functions, describe the facilities, and define the fun, or DF[4].

Friday, July 27, 1979

9:00-9:15 a.m. Opening Session Room 314, FC

Thomas Diener, Co-Director

A review of the activities of Project Growth will be presented with a view towards future research efforts. Also, this is a time to entertain questions and answers about the day's activities.

9:15-9:45 a.m. "Return of a Wandering Scholar"

Thomas Owings
Institute Associate

Tom Owings will share information about his sabbatical experiences and study at The University of Michigan's Center for the Study of Higher Education and Survey Research Center of the Institute of Social Research.

9:45-11:45 a.m. "The Professional Woman as an Emerging Leader"

Martha Tack
Assistant to the President
The University of Alabama

Martha Tack will present an analysis of the experiences of the woman administrator in higher education. Highlights will be given on the ACE Identification Program in the State of Alabama. The ACE Program is designed to increase the number of women in top administrative positions in colleges and universities within the State.

12:30-2:30 p.m. A Working Lunch

Buy your own lunch and bring it to Room 204, FC for a special session with our guest lecturer:

Eva Galambos,
Research Associate,
Southern Regional Education Board

Eva Galambos, a researcher at SREB, has published extensively on present and future employment opportunities in the Southern region for various fields of study. Come prepared to ask Dr. Galambos about her research findings and her personal career path which led to her present position as a researcher.

2:30-4:30 p.m. Practice Information Interviews

Go directly to the office of the person to whom you have been assigned.

Scholars will meet with University administrators. The purposes of the interviews are to give Scholars the experience of presenting themselves to an administrator with a view towards explaining their strengths and weaknesses; to give Scholars an opportunity to learn how individuals with similar experiences are now utilized within a major university; and to provide Scholars with information about how persons with particular interests and skills in research might be employed in the future.

2:30-4:30 p.m. Structured Consultations with Project Growth Scholars and the Institute Staff in East Annex

Thomas Diener
Otis Holloway Owens
Thomas G. Owings
Doris Lyons

6:30 p.m. Reception and Bar-B-Que for Scholars, IHERS Staff, Advisory Board, and spouses. TBA

Saturday, July 28, 1979

9:00-11:30 a.m.	How to Secure and Manage Research Funds	
	Planning, Organizing, and Budgeting Thomas Diener	
	Sources of Funding:	
	Federal - Mary Ellis	
	Foundation -	
11:30-12:30 p.m.	Lunch - provide your own.	Room , FC
	Workshop Wrap-up and Evaluation	
	Adjournment	

PROJECT GROWTH: WORKSHOP IV

OCTOBER 24-26, 1979

Institute of Higher Education Research and Services

The University of Alabama

University, Alabama

THEME: PUBLISHING AND DISSEMINATING RESEARCH RESULTS

The purposes of the workshop are:

1. To provide information on the preparation of written materials and other types of publication.

2. To present techniques on writing for a particular audience.

3. To critique Scholars' writing and offer opportunities for improvement of writing skills.

4. To offer an opportunity for Scholars to present their research findings to research peers and professionals.

5. To offer Scholars assistance in achieving their academic skills and career goals.

Recognizing the diversity among Project Growth Scholars, this workshop is designed to meet the specific needs of individuals. The workshop will also encourage individuals to benefit from the strengths of each person within the group.

Periods of time designated for refreshment breaks and meals are ideal for sharing ideas and news with other Scholars and Project Growth staff.

NOTE: In preparation for this workshop participants are requested to send to Ms. Owens by October 15, a sample of your writing. It need not be lengthy but should be typical of your writing in a research proposal or article.

Project Growth is supported primarily by funds made available through a grant from the National Institute of Education, U.S. Department of Health, Education and Welfare, Washington, D.C.

Wednesday, October 24, 1979

9:00-9:30 a.m.	OPENING Dr. Thomas Diener, Co-Director Ms. Otis Holloway Owens, Co-Director *The workshop will begin with an overview of the workshop presentations.*	*Room 204, FC*
9:30-10:30 a.m.	A SCHOLAR'S REPORT ON RESEARCH Ms. Alice Villadsen *A trial run for presenting research during a professional meeting. Scholars and staff will react.*	*Room 204, FC*
10:30-10:45 a.m.	REFRESHMENTS	
10:45-12:00 noon	EDUCATION AND CARING Dr. Dorothy Kobak Sabbatical Scholar *Dr. Kobak will talk about her research on introducing the concept of caring into the Educational System.*	
12:00-1:30 p.m.	LUNCH *Purchase your own lunch and bring to Room 204, Ferguson Center for more conversation.*	*Room 204, FC*
2:00-5:00 p.m.	REVIEW OF SCHOLARS RESEARCH Dr. Thomas Diener Ms. Otis Holloway Owens Dr. Tom Owings Mr. Ron Stadsklev Dr. Doris Lyons Dr. Albert Drake Dr. Marilyn Emplaincourt *A time for individual Scholars to discuss the progress of their research projects with Project Growth directors and other University of Alabama staff and faculty. Contracts will be renewed during this time.*	*Institute Staff Offices*
5:00-7:00 p.m.	DINNER/ON YOUR OWN	
7:00-9:00 p.m.	ASSESSMENT Dr. Doris Lyons Ms. Otis Holloway Owens Individual consultations with Dr. Marilyn Emplaincourt	*Institute Staff Offices*

Thursday, October 25, 1979

8:30-9:00 a.m.	OPENING Dr. Thomas Diener	*Ferguson Forum*
9:00-10:00 a.m.	EDUCATIONAL KNOWLEDGE AND JOURNAL DISSEMINATION Dr. Robert Silverman Editor Journal of Higher Education Ohio State University Columbus, Ohio *Dr. Silverman will speak on educational knowledge and journal dissemination. This lecture will be open to University of Alabama faculty and students.*	*Ferguson Forum*
10:00-10:15 a.m.	REFRESHMENTS	
10:15-12:00 noon	DR. SILVERMAN WILL MEET WITH PROJECT GROWTH SCHOLARS AND STAFF ONLY TO DISCUSS HOW TO PUBLISH, WHERE, WHEN AND WHY.	
12:00-1:00 p.m.	LUNCH/ON YOUR OWN	
2:00-4:00 p.m.	WRITING FOR READERS Dr. Marilyn Emplaincourt *A workshop on writing for readers. This will be a practical experience and an opportunity for you to receive constructive feedback on your writing style.*	*Ferguson Forum*
5:00-6:30 p.m.	RECEPTION FOR SCHOLARS, PROJECT STAFF, AND ADVISORY BOARD MEMBERS *Cash Bar* *A time to meet and greet everyone associated with Project Growth.*	*Red Room, University Club*

Friday, October 26, 1979

9:00-11:30 a.m. OPENING *Ferguson Forum*

Ms. Otis Holloway Owens

DISSEMINATING RESEARCH FINDINGS

Ms. Jo Hartley
Editor
COMMENT on Research/Action
about Women
Washington, D.C.

Ms. Hartley will share with the group the nature of disseminating research findings through periodicals plus give attention to her own career development pathways.

11:30-12:30 p.m. SCHOLAR'S RECOGNITION PROGRAM *Ferguson Forum*

Presentations
Dr. Thomas Diener
Ms. Otis Holloway Owens

REMARKS

Dr. William Macmillan
Dean of the Graduate School

Dr. Joseph Sutton
Vice President for Planning
and Operations

N O T I C E

Book Publishing, a one-day seminar, sponsored by The University Press, is scheduled for November 30, 1979. Scholars who are interested in attending should contact Ms. Owens

PROJECT GROWTH: WORKSHOP V

JANUARY 28-30, 1980

Institute of Higher Education Research and Services

The University of Alabama

University, Alabama

THEME: ACCESS TO HIGHER EDUCATION

The purposes of the workshop are:

1. To orient all Scholars to the purposes, programs, and schedules of Project Growth.
2. To provide opportunities for Scholars to identify and articulate their academic, research, career, and personal goals.
3. To offer Scholars an opportunity to present their research findings to colleagues and research specialists.
4. To provide Scholars the setting in which to explore a significant and current issue in education--access.

Project Growth is supported primarily by funds made available through a grant from the National Institute of Education, U.S. Department of Health, Education and Welfare, Washington, D.C.

Monday, January 28, 1980

9:00-12:00 noon	OPENING Introductions Project Growth Review-1979/Preview 1980 Dr. Thomas Diener Ms. Otis Holloway Owens Project Growth Co-Directors	Room 313 Ferguson Center
12:00-1:30 p.m.	LUNCH/on your own	
1:30-4:30 p.m.	"Access: A National View" Dr. Michael Olivas Director of Research LULAC National Educational Service Centers, Inc. Respondent Mr. Macy McRae Director of Program Operators Alabama Migrant and Seasonal Farm Workers Council	Room 313 Ferguson Center
5:00-5:30 p.m.	Meeting with Scholars Advisory Council and Institute Staff	Blue Room University Club
5:30-6:30 p.m.	Social Hour/Cash Bar	
6:30-8:00 p.m.	A Discussion: The Dilemma of Access Dr. Michael Olivas	

Tuesday, January 29, 1980

9:00-9:30 a.m.	Opening Session Dr. Thomas Diener Ms. Otis Holloway Owens	Room 313 Ferguson Center
9:30-12:00 noon	"Access to Higher Education in Alabama for Blacks and Women" Dr. John Vickers Director Title III Program Alabama A & M University Resource Participant Ms. Gwendolyn Patton Project Growth Special Scholar and Director of Academic Advisement Center Alabama State University	
12:00-1:00 p.m.	LUNCH/on your own	
1:00-4:00 p.m.	Policy Negotiations/Simulation Game (An experience in the policy decision making process) Mr. Ron Stadsklev Coordinator of Experiential Learning	Room 313 Ferguson Center
4:00-6:00 p.m.	Individual Research Planning Session Dr. Thomas Diener Ms. Otis Holloway Owens	Institute Offices

Wednesday, January 30, 1980

9:00-9:30 a.m.	Opening Dr. Thomas Diener Ms. Otis Holloway Owens	
9:30-12:00 noon	A Panel "Access and Research: Implications for the Future" Ms. Charlena Bray, Moderator Project Growth Special Scholar & Acting Director Alabama Center for Higher Education Dr. Lillie King Director of Planning & Development Miles College Dr. Charles Owens, Associate Professor of Psychology Ms. Ruth Vincent Director of Financial Aid	
12:00-1:30 p.m.	LUNCH	Room 204 Ferguson Cent
	"Higher Education and Access: A Perspective" Dr. Harold L. Bishop Associate Professor of Educational Administration Evaluation Adjournment	

THE UNIVERSITY OF ALABAMA

Institute of Higher Education
Research and Services

PROJECT GROWTH WORKSHOP VI
April 28-30, 1980
Theme: Women and Research
"AND AIN'T I A WOMAN TOO?"
Sojourner Truth*

The purposes of this workshop are

1. To provide opportunities for Scholars to identify and articulate their academic, research, career, and personal goals.
2. To offer Scholars an opportunity to present their research findings to colleagues and research specialists.
3. To provide Scholars the setting in which to explore issues relating to women and research.

* Sojourner Truth, a legendary American woman whose life spanned almost the entire nineteenth century, was dedicated to the causes of both abolition and women's rights. Born a slave in New York State in 1797, she endured slavery, achieved her own freedom and that of two of her thirteen children, became an itinerant preacher, ministered to the Union troups, challenged the Jim Crow Laws in Washington following the war, and until her death in 1883, spoke often and persuasively for women's sufferage. At the Akron, Ohio convention on Women's Rights in 1851, Sojourner quelled the masculine protest concerning women emerging into public active life by asserting,

> *And ain't I a woman? I have ploughed and planted and gathered into barns . . . I could work as much and eat as much—when I could get it—as a man, and bear de lash as well. I have borne thirteen children and seen em most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me . . . Nobody eber helps me into carriages or over mud puddles or gives me any best place. And ain't I a woman too?*
>
> *Sojourner Truth, 1851*

Project Growth is supported primarily by funds made available through a grant from the National Institute of Education, U.S. Department of Health, Education and Welfare, Washington, D.C.

119 EAST ANNEX 205/348-7770 POST OFFICE BOX 6293 UNIVERSITY, ALABAMA 35486

MONDAY, APRIL 28, 1980

9:00-10:00 a.m.	Opening Introductions Dr. Tom Diener, Ms. Otis Holloway Owens Project Growth Co-Directors Get acquainted exercise for the Scholars Dr. Ann Toppins, Administration and Educational Leadership, The University of Alabama	Ferguson Center Forum
10:15-11:45 a.m.	"Personal Pathways to a Research Agenda" Dr. Jessie Bernard, Author and Researcher Washington, D. C.	
LUNCH BREAK	On your own	
1:00-2:00 p.m.	Panel presentation on Women's Issues Project Growth Scholars and Staff Ms. Glenna Brown, Ms. Paula Sue Hayes Dr. Alice Villadsen, Dr. Doris Lyons	
2:00-3:00 p.m.	Response to panel presentation by Dr. Bernard	
DINNER BREAK		
7:00-8:00 p.m.	"Women & Families: Predictions and Prescriptions for the 1980s" Dr. Jessie Bernard, Author and Researcher Washington, D.C.	Ferguson Center Forum
8:00-9:00 p.m.	Coffee and Conversation with Dr. Bernard	Ferguson Center Anderson Room

The evening's activities are co-sponsored by the Home Economics Visiting Research Scholar Seminar Series.

TUESDAY, APRIL 29, 1980

9:00-12:00 noon	SCHOLARS RETREAT "Historical Reflections and Contemporary Images of Women in America" Ms. Carol Adams, Director Chautauqua County, Rural Ministry, Inc. Dunkirk, New York	Burnum Lodge Springhill Lake
12:00 noon-1:30 p.m.	PICNIC	
1:30 p.m.-3:30 p.m.	Small Group Interactions Ms. Carol Adams, Dr. Ann Toppins, Leaders	

WEDNESDAY, APRIL 30, 1980

8:30-10:00 a.m.	Brunch. Summing up, sharing of research among Scholars, and evaluation	University Club
10:00-12:00 noon	"Women and Leadership Prospects for the 1980s" Dr. Rose Foster, Associate Vice President Florida International University	
2:00-5:00 p.m.	Individual conferences. Project Growth Scholars & Staff	

Workshop Planning Committee: Chalmers Archer, Paula Sue Hayes, Gloria Simpson, and Alice Villadsen.

THE UNIVERSITY OF ALABAMA

Institute of Higher Education
Research and Services

PROJECT GROWTH WORKSHOP VII
July 28-30, 1980
Theme: Research Proposal Development For Funding

The purposes of this workshop are:

1. To provide opportunities for Scholars to identify and articulate their research and personal goals.
2. To provide Scholars with instruction in developing a Research Proposal For Funding.
3. To critique Scholars' written proposals and offer opportunities for improvement of proposal preparation skills.
4. To offer Scholars an opportunity to present their research findings to colleagues and research specialists.
5. To provide Scholars the setting in which to explore issues relating to research and funding.

Project Growth is supported primarily by funds made available through a grant from the National Institute of Education, U.S. Education Department. Washington, D.C.

Monday, July 28, 1980

9:00- 9:30 a.m. **Opening Session** — Continuing Education Center, Room F
Thomas Diener
Otis Holloway Owens
Co-Directors, Project Growth

9:30-10:00 a.m. **Get Acquainted Exercise** — Continuing Education Center, Room F
Ron Stadsklev
Associate, IHERS

10:00 a.m.-11:45 a.m. **Introduction to Proposal Writing** — Continuing Education Center, Room F
Thomas Diener

General information will be presented on how to develop ideas into a successful proposal.

11:45 a.m.- 1:00 p.m. **LUNCH**/On Your Own

1:00 p.m.- 4:00 p.m. **Proposal Development - Level I**

Team I — Continuing Education Center, Room F
Otis Holloway Owens, Co-Leader
Marilyn Emplaincourt, Co-Leader
Charlena Bray, Scholar Resource Person
Anne Tishler
Gloria Simpson
Linda Chambers-Harris
Elizabeth Goldsmith
Anna Lee Crawford
Edward Griffin

Team II — Continuing Education Center, Room G
Thomas Diener, Co-Leader
Doris S. Lyons, Co-Leader
Chalmers Archer, Jr., Scholar Resource Person
Beatrice Morse
Paula Sue Hayes
Glenna Brown
Dorothy Hendricks
Anne Lucas

Team III — Continuing Education Center, Room C
Lewis D. Patterson, Co-Leader
Ron Stadsklev, Co-Leader
Edward Winslow, Scholar Resource Person
Carolyn Horton
Ruby Miller
Alice Villadsen
John Johnson
Gwendolyn Patton

The primary task of this session is the establishment of the proposal rationale—*proof of the need.* Scholars will give a verbal description of their proposal. Team Leaders and Scholars will examine their written statements of the problem. During this session Scholars will also establish the following four paragraphs of the narrative.

1. Statement of the problem
2. Proposed solution (or investigation) related to the problem.
3. Methodology and procedures to be used and identification of the population—if one is called for in the problem.
4. Implications of budget - feasibility of costs as related to methodology and time constraints.

4:00 p.m.- 5:00 p.m. **Group Discussion** — **Continuing Education Center**

Otis Holloway Owens

This session will provide opportunities for Scholars to share with the group their progress on the development of the proposal.

6:30 p.m.- 8:30 p.m. **Dinner with The Dieners**
1164 Northwood Lake
Northport, Alabama 35476
(Directions will be provided)

Tuesday, July 29, 1980

9:00 a.m.-12:00 noon **Proposal Refinement - Level II** — **Continuing Education Center and Institute Offices**

Team I
Ronald Braithwaite, Consultant
Director of the Office of Research & Consultations
Hampton Institute
Hampton, Virginia

Team II
Herbert E. Carter, Consultant
Associate Dean for Student Services
Tuskegee Institute
Tuskegee Institute, Alabama

Team III
John Vickers, Consultant
Director, Title III
Alabama A & M University
Normal, Alabama

This session is designed to assist Scholars in the task of critical analyses of proposal writing since it is often difficult to be objective from the close-up view of one's own written product. Consultants will analyze the content of the Scholars written narrative for quality and clarity of presentation in written response to the following questions:

1. What is the main purpose or objective of this project: What question(s) or issue(s) concerning institutions of postsecondary education will it address?
2. What reason is there to think that research on this topic is needed? What contributions to knowledge and practice will result from this research?
3. What approach will be used to address the issue(s) or problem(s)?
4. Depending on the nature of the proposed study, what specific methods and procedures will be employed? What information will be gathered, and from what sources? What evidence is there that the methods or instruments are both sound and suitable to the proposed project?
5. How will the information thus gathered be analyzed? How will the analysis shed light on the questions under investigation?
6. Will the research activity, if completed, lead to a report that is readable as well as technically sound?

Scholars requiring additional work in Level I before moving on to Level II will continue their work with Team Leaders during this time.

12:00 noon- 1:00 p.m. **Working Lunch**
Bring your *specific questions* to lunch. The Consultants and Leaders will be available to answer questions. The entire group will benefit from your inquiries.

1:00 p.m.-4:00 p.m. **Proposal Refinement Level II**
Teams and Leaders will work as previously assigned
Consultant assignments are as follows:
Team I Herbert E. Carter
Team II John Vickers
Team III Ronald Braithwaite

Typewriters and xeroxing are available through the Institute offices. Please contact Ms. Owens to make arrangements.

4:00 p.m.-5:00 p.m. **Group Discussion**
Otis Holloway Owens

Scholars will share with each other their insights of the day.

A legible and completed proposal should be ready to be given to the consultant designated to critique the proposals of your team.

6:00 p.m.-7:00 p.m. **Social Time** University Club
Cash Bar

7:00 p.m.- 9:00 p.m. **Dinner**
"Personal & Professional Pathways As An Educational Researcher"
Ronald Braithwaite
Speaker

Wednesday, July 30, 1980

9:00 a.m.-11:45 a.m. **Critique of Proposals**
Doris Lyons, Chairperson
Associate, IHERS

Team I
John Vickers

Team II
Ronald Braithwaite

Team III
Herbert E. Carter

Scholars will have their refined proposals critiqued by successful proposal writers. These consultants will evaluate problem statement, program objectives, methodology, budget statement, and proposal abstract.

Consultants will give their opinions on the probability that proposals are in the necessary condition to be submitted to the funding agency.

11:45 a.m.-12:00 noon **BREAK**

12:00 noon-2:00 p.m. **LUNCHEON/You Pay**

Scholars Presentation of Research
Chalmers Archer
Elizabeth Goldsmith
Ann Tishler

Program Planning Coordinator: Chalmers Archer, Jr.

THE UNIVERSITY OF ALABAMA

Institute of Higher Education
Research and Services

PROJECT GROWTH WORKSHOP VIII
October 13-15, 1980
Theme: An Agenda for Personal and Professional Growth

The purposes of this workshop are:

1. To provide opportunities for Scholars to identify and articulate their research and personal goals.

2. To offer Scholars an opportunity to present their findings to colleagues and Project Growth staff.

3. To provide Scholars with an opportunity to explore issues relating to research and funding.

4. To assist Scholars in the development of their contracts for the 1980-81 fiscal year.

Project Growth is supported primarily by funds made available through a grant from the National Institute of Education, U.S. Department of Education. Washington, D.C.

119 EAST ANNEX 205/348-7770 POST OFFICE BOX 6293 UNIVERSITY, ALABAMA 35486

Project Growth Workshop VIII
University, Alabama

Monday, October 13, 1980

9:00 a.m.-10:00 a.m.	Opening Session Thomas Diener Otis Holloway Owens Co-Directors, Project Growth	Ferguson Center
10:00 a.m.-10:30 a.m.	Stages of our Lives Paula Sue Hayes Project Growth Scholar This session will contain an overview of the adult life cycle so that Scholars may record and predict the milestones of their adult development.	Ferguson Center
10:30 a.m.-12:00 noon	Growth Groups Doris Lyons Institute Associate In small groups Scholars will share their immediate and long range goals, both personal and professional. Together Scholars will examine how the Project Growth framework can help each person to achieve their goals.	Ferguson Center
12:00 noon-1:00 p.m.	LUNCH/on your own	
1:00 p.m.-5:00 p.m.	Project Growth Contract Development Team I Doris Lyons, Leader Charlena Bray Anne Tishler Gloria Simpson Linda Chambers Harris Elizabeth Goldsmith Anna Lee Crawford Edward Griffin Team II Thomas Diener, Leader Chalmers Archer Beatrice Morse Paula Sue Hayes Glenna Brown Dorothy Hendricks Anne Lucas	Ferguson Center

Team III

Thomas G. Owings, Institute Associate, Leader
Edward Winslow
Robin Beebe
Ruby Miller
Alice Villadsen
John Johnson
Gwendolyn Patton
Willie Dunn

This session will provide a time to review past contracts and to construct a written statement of your professional and personal goals & objectives for the 1980-81 Project year

Tuesday, October 14, 1980

9:00 a.m.-9:30 a.m.	Opening Session Otis Holloway Owens	Ferguson Center
9:30 a.m.-11:30 a.m.	Research Symposium "Research: A National Perspective" Thomas Diener, Moderator "Opportunities and Options for the Professional Educational Researcher" James McLean, Associate Professor Educational Psychology & Research, University of Alabama "Identifying Educational Research Issues for the 1980's" Harriet Cabell, Director, External Degree Program, New College, University of Alabama "Research Methods and Madness: A Quest for Quality" Brad Chissom, Associate Professor Area of Behavioral Studies University of Alabama	
11:30 a.m.-12:30 p.m.	LUNCH/on your own	
12:30 p.m.-2:00 p.m.	Scholars Presentation of Research Mary Ellis Anna Crawford Robin Beebe	
2:30 p.m.-4:30 p.m.	Individual Consultations	To be arranged
5:30 p.m.-6:00 p.m.	Cash Bar	Stafford Inn Ballroom I

:00 p.m.-8:00 p.m.	Scholars Awards Dinner Roger Sayers, Academic Vice President, University of Alabama William MacMillan, Dean of the Graduate School, University of Alabama	Stafford Inn Ballroom I

Wednesday, October 15, 1980

:00 a.m.-9:30 a.m.	Opening Session Otis Holloway Owens	Ferguson Center
:00 a.m.-11:00 a.m.	Getting "It" Together Thomas G. Owings Albert Drake, Professor of Statistics The research roundtable focusing on two aspects of research-sampling and questionnaire development.	Ferguson Center
1:30 a.m.-12:30 p.m.	LUNCH	Ferguson Center
:00 p.m.-4:30 p.m.	Individual Consultations	IHERS Offices

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The next Project Growth Workshop is scheduled for January.

THE UNIVERSITY OF ALABAMA

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PROJECT GROWTH WORKSHOP IX
January 28-31, 1981
Theme: Personal and Professional Growth: Setting Goals for 1981

The workshop is organized into two parts and the purposes are:

1. To provide opportunities for Scholars to identify and articulate their professional, research, and personal goals.

2. To offer Scholars a forum for presenting their research findings to colleagues and Project Growth staff.

3. To give Scholars instruction in research methods and techniques.

Project Growth is supported primarily by funds made available through a grant from the National Institute of Education, U.S. Department of Education, Washington, D.C.

Project Growth Workshop IX

Wednesday, January 28, 1981

PART I

OPPORTUNITIES TO GROW AND GLOW

9:00-12:00 noon **Structured Interviews**
Scholars will engage in a structured interview with (1) a university administrator and (2) a Project Growth staff member. Two documents essential for these interviews are a 1980-81 Project Growth Contract and a current resume.

**Interviews will be pre-arranged and are scheduled for the office of the interviewer.

12:00 noon- 1:30 p.m. **Boxed Lunch** — Ferguson Center Room 314

1:30 p.m.- 2:30 p.m. **Project Growth Review and Preview**
Thomas Diener
Otis Holloway Owens
Co-Directors, Project Growth — Ferguson Center Room 204

2:30 p.m.- 5:00 p.m. **Pitfalls and Pratfalls of Scholar Research**
Edward Griffin
Bernice Cobb
Beatrice Morse

Thursday, January 29, 1981

9:00 a.m.-12:00 noon Expanding the Personal and Professional Nexus
Doris Lyons — Ferguson Center Room 204

Through sharing growth experiences Project Scholars and Staff will strengthen networks for the future.

12:00 noon- 1:30 p.m. Lunch On Your Own

1:30 p.m.- 5:00 p.m. Scholar Reports
Gloria Simpson
Paula Sue Hayes
Anna Crawford — Ferguson Center Room 314

6:00 p.m.- 8:00 p.m. Social Hour with Hors d'oeuvres and Cash Bar — Stafford Inn

Friday, January 30, 1981

9:00 a.m.-12:00 noon **Structured Interviews Continued**

12:00 noon-12:30 p.m. **Lunch/On Your Own**

PART II

Participation in a workshop on research methods

Friday, January 30, 1981

12:30 p.m.- 6:30 p.m.

Saturday, January 31, 1981

7:30 a.m.-12:00 noon

Adjournment

(See next page for detailed schedule)

Friday, January 30, 1981

12:30 p.m.- 1:00 p.m.	**Registration**	
1:00 p.m.- 1:15 p.m.	**Introduction and Welcome** Richard Thigpen, The University of Alabama	Room M
1:15 p.m.- 3:00 p.m.	**Getting a Research Project Started** Brad S. Chissom, The University of Alabama	
3:00 p.m.- 3:20 p.m.	**Coffee and Soft Drinks**	
3:20 p.m.- 6:30 p.m. (Choose one)	**A. Methods of Data Collection** Herbert M. Handley, Mississippi State University	Room A
	B. Research Design James E. McLean, The University of Alabama	Room M
	C. Selection of Analysis Techniques Frank B. Benson, Jr., Alabama A & M University	Room N

Saturday, January 31, 1981

7:30 a.m.- 8:00 a.m.	**Coffee and Doughnuts**	
8:00 a.m.-11:00 a.m. (Choose one)	**A. Methods of Data Collection** Herbert M. Handley, Mississippi State University	Room A
	B. Research Design James E. McLean, The University of Alabama	Room M
	C. Selection of Analysis Techniques Frank B. Benson, Jr., Alabama A & M University	Room N
11:00 a.m.-11:15 a.m.	**Coffee and Soft Drinks**	
11:15 a.m.-12:00 noon	**Writing and Publishing the Research Report** John R. Petry, Memphis State University	Room M
12:00 noon	*Adjournment*	

Workshop on Research Methods Co-sponsored by University of Alabama Division of Continuing Education and Mid-South Education Research Association.

THE UNIVERSITY OF ALABAMA

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Research and Services

PROJECT GROWTH WORKSHOP X

April 6-8, 1981

Theme: Leadership: Understanding, Developing and Utilizing Styles in Professional Settings

The purposes of this workshop are:

1. To develop understanding of the importance of leadership styles - as these have implications for decision making and problem solving in professional activities.

2. To explore new ideas in leadership skills and to learn how to apply these new skills in an experiential workshop setting.

3. To identify one's own style of leadership and interpersonal behavior and how these affect relationships with others.

4. To determine the most effective leadership style for a particular situation.

5. To offer Scholars an opportunity to present their reactions to the workshop experience on building leadership effectiveness.

6. To offer Scholars opportunities to share their research activities and accomplishments and learn to critique research designs and projects.

7. To provide Scholars opportunities to meet with their doctoral committee members and others to further the purposes of their selected program.

Project Growth is supported primarily by funds made available through a grant from the National Institute of Education, U.S. Education Department, Washington, D.C.

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Project Growth Workshop X

Monday, April 6, 1981

		Meeting Places
9:00-9:30 a.m.	**Coffee/Tea—Wake-up** Otis Holloway Owens Co-Director, Project Growth	Ferguson Center, Room 312
9:30-12:00 noon	**Leadership Styles** Marie Panger Executive Director Institute for Women Executives The University of Alabama Glenna Brown Assistant to the Executive Director Institute for Women Executives The University of Alabama	Ferguson Center, Room 312
12:00-1:30 p.m.	**LUNCH/On Your Own**	
1:30-4:00 p.m.	**Continuation on Leadership Styles**	Ferguson Center, Room 312
4:00-5:00 p.m.	**Individual Discussions and/or Interviews** This time will provide opportunities for Scholars to meet with persons for needs of their individual programs.	Ferguson Center, Room 312
Evening	**Individual Time**	

Tuesday, April 7, 1981

9:00-9:30 a.m.	**Coffee/Tea—Wake-up**	Ferguson Center, Room 312
9:30-12:00 noon	**Continuation on Leadership Styles**	Ferguson Center, Room 312
12:00-1:30 p.m.	**LUNCH/On Your Own**	

(Tuesday, April 7, 1981 continued)

1:30-3:00 p.m.	**Panel - Reactors to Workshop on Leadership Styles From Individual Professional Perspective.** Charlena Bray Linda Boyd Bernice Cobb Mary Ellis Typewriters and xeroxing are available through the Institute offices. Please contact Ms. Owens to make arrangements.	Ferguson Center, Room 312
3:00-4:30 p.m.	**Scholars Presentation of Research** Binnur Haznedar Carmelita Bivens Becky Heath	Ferguson Center, Room 312
6:00-7:30 p.m.	**Social Time** ***Cash Bar*** Scholars Project Growth Advisory Group Invited Guests	The University Club Sun Porch

Wendesday, April 8, 1981

9:00-9:30 a.m.	**Coffee/Tee—Wake-up**	Ferguson Center, Room 312
9:30-12:00 noon	**Mini-Seminar: Temporary Task-Groups Ways to Perfect the Art** Lee Harrisberger Professor of Mechanical Engineering The University of Alabama	
12:00-2:00 p.m.	**LUNCHEON** ***Guest:*** Lena Prewitt Professor of Human Resources Management The University of Alabama Sharing her professional journey.	Ferguson Center, Room 204
2:00-4:30 p.m.	**Scholar Individual Meetings with Faculty and/or IHERS Staff**	
5:00 p.m.	**Adjournment**	

THE UNIVERSITY OF ALABAMA

Institute of Higher Education
Research and Services

PROJECT GROWTH WORKSHOP XI
July 13-15, 1981
Theme: The Bases of Research

The purposes of this workshop are:

1. To provide opportunities for Scholars to identify and articulate their research and personal goals and to compare their goals with those of others.

2. To offer Scholars opportunities to present their research findings to colleagues and Project Growth staff.

3. To provide Scholars with opportunities to explore the quality and uses of educational research and special research techniques.

4. To review current funding patterns of research.

5. To assist Scholars in the completion of their contracts for the 1980-81 year.

Project Growth is supported primarily by funds made available through a grant from the National Institute of Education, U.S. Department of Education, Washington, D.C.

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Project Growth Workshop XI

Monday, July 13, 1981

		Meeting Places
9:00 a.m.-12:00 noon	Advisement and Contract Development Interviews with Project Growth Staff and Members of The University of Alabama Faculty. Registration for Second Summer Term, if applicable.	East Annex Institute Offices
12:00 noon-1:30 p.m.	LUNCH	
	Project Growth: Review and Current Status Thomas Diener Project Co-Director and Doris Lyons Acting Project Co-Director	University Club
1:30 p.m.-2:30 p.m.	Research Reports Bernice Cobb Postdoctoral Scholar and Gloria Simpson Predoctoral Scholar	University Club
2:30 p.m.-5:00 p.m.	Continuation of Advisement and Contract Development Interviews	Institute Offices

Tuesday, July 14, 1981

9:00 a.m.-12:00 noon	Scholar Reports Linda Boyd Jane McLelland Mary Ellis Paula Sue Hayes Beatrice Morse Elizabeth Goldsmith	Continuing Education Center Room H
12:00 noon-2:00 p.m.	LUNCH	
	Personal Pathways in Educational Leadership Barbara Spencer, Principal, Holt Elementary School and Member, Project Growth Advisory Group	Continuing Education Center Room J

Project Growth Workshop XI

2:15 p.m.-4:00 p.m.	Opinion Surveys: A Research Tool Philip Coulter Professor and Chair Department of Political Science and Director, Center for Administrative and Policy Studies The University of Alabama	Continuing Education Center Room H
6:30 p.m.	Reception and Social Time at The Dieners (339-9726) 1164 Northwood Lake Northport, Alabama Scholars, Members of Advisory Group, and Invited Guests	

Wednesday, July 15, 1981

9:00 a.m.-12:00 noon	Funding Educational Research Robert Wells Assistant Vice President for Research The University of Alabama Cathy Maples Director of Institutional Research John C. Calhoun Community College Lillie King Director of Development Miles College	Continuing Education Center Room H
12:00 noon-2:00 p.m.	LUNCH	
	Using Educational Research B.B. Hardy Acting President Stillman College	Continuing Education Center Room J or I
2:00 p.m.-5:00 p.m.	Individual Meetings--Scholars and Project Growth Staff and Other Faculty	Continuing Education Center Room B and Institute Offic

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********** July 13, 1981 **********

	Dr. Diener	Doris Lyons	Tom Owings
9:00-9:30 a.m.		Liz Goldsmith	Glenna Brown
9:30-10:00 a.m.			Ed Winslow
10:00-10:30 a.m.	Deborah Walker		
10:30-11:00 a.m.	Jane McLelland		
11:00-11:30 a.m.	Charlena Bray	Anne Lucas	Ruby Miller
LUNCH			
2:30-3:00 p.m.	Linda Chambers-Harris	Linda Boyd	Anna Crawford
3:00-3:30 p.m.	Mary Ellis	Willie Dunn	John Johnson
3:30-4:00 p.m.	Camille Hazeur		Judy Hand
4:00-4:30 p.m.	Alice Villadsen	Ed Griffin	
4:30-5:00 p.m.	Beatrice Morse		

********** July 15, 1981 **********

2:00-2:30 p.m.		Carolyn Horton	Carmelita Bivens
2:30-3:00 p.m.	Barbara Anderson	Virginetta Cannon	Carol Zippert
3:00-3:30 p.m.			
3:30-4:00 p.m.			
4:00-4:30 p.m.			
4:30-5:00 p.m.			

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PROJECT GROWTH WORKSHOP XII

Monday, October 5, 1981

		Meeting Location
9:00 a.m.-12:00 noon	Advisement and Contract Development Interviews with Project Growth Staff and Members of The University of Alabama Faculty	East Annex Institute Offices
12:00 noon-1:30 p.m.	Lunch (On Your Own)	
1:30 p.m.-5:00 p.m.	Continuation of Advisement and Contract Development Interviews	Institute Offices
6:00 p.m.	Reception	University Club
7:00 p.m.	Awards Banquet Speaker: Dr. Roger Sayers Academic Vice President The University of Alabama Special Presentations: Dr. Anne Tishler University of Montevallo Dr. Beatrice Morse Bishop State Junior College	University Club

Tuesday, October 6, 1981

9:00 a.m.-12:00 noon	Research Seminar: Scholar Reports Dorothy Hendricks Linda Boyd Glenna Brown Mary Ellis Anna Crawford Beatric Morse Gloria Simpson	Ferguson Center Forum
12:00 noon-2:30 p. m.	Lunch (On Your Own)	
2:30 p.m.-4:30 p.m.	Research Seminar: A Research Sabbatical Otis Holloway Owens Scholar Reports Robin Beebe Becky Heath Carolyn Horton	Ferguson Center Forum

Wednesday, October 7, 1981

9:00 a.m.-4:45 p.m.	Individual Meetings of Scholars and Project Growth Staff and other Faculty	Institute Offices